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INTERNATIONAL EXPERIENCE IN SECOND LANGUAGE TEACHING AND ITS ADAPTATION TO THE METHODOLOGY OF TEACHING THE KAZAKH LANGUAGE

This article explores the effectiveness of adapting international language teaching methods to the instruction of Kazakh as a second language. The research involved a survey conducted among English language instructors at the University of California, Davis, and Kazakh language teachers from various regions of Kazakhstan. The results identified specific teaching strategies that proved effective in language acquisition. The study demonstrates the benefits of incorporating globally recognized methods into the Kazakh language curriculum. In today's globalized world, mastering a second language is not only a marker of linguistic competence but also a key to intercultural communication and professional integration. Globally developed instructional models in English language teaching, such as CLT, TBLT, and CLIL, have shown proven effectiveness. Adapting these methods to Kazakh language instruction represents a timely and strategic move to enhance the socio-communicative function of the state language. The main aim of the research is to analyze international teaching practices and propose scientifically grounded methods for implementing them in Kazakh language education. The paper reviews modern methodologies and digital tools such as Quizlet, Kahoot, and Wordwall, examining their theoretical foundations and practical use based on UC Davis experience, while comparing them with local teaching contexts. The results of the author's survey support the conclusion that digital technology and communicative approaches significantly enhance the effectiveness of second language teaching.

Key words: methodology, digital technologies, Kazakh language, English language, vocabulary, international experience, methods, language teaching.

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Екінші тіл үйретудегі халықаралық тәжірибе және оны қазақ тілін оқыту әдістемесіне бейімдеу

Мақалада халықаралық әдістер мен тіл үйрету тәсілдерін екінші тіл – қазақ тіліне бейімдеудің тиімділігі қарастырылады. Зерттеу аясында Калифорния университетінің (Дэйвис) ағылшын тілі оқытушылары мен Қазақстанның түрлі өңірлерінен қазақ тілі оқытушылары арасында сауалнама жүргізілді. Сауалнама нәтижелері оқытудың нақты тиімді әдістерін анықтауға мүмкіндік берді. Қазақ тіліне бейімделген халықаралық әдістемелерді қолданудың тиімділігі көрсетілді. Ғаламдану жағдайында екінші тілді меңгеру тек тілдік құзыреттіліктің көрсеткіші ғана емес, сонымен қатар мәдениетаралық коммуникация мен кәсіби бейімделудің маңызды факторы болып табылады. Әсіресе ағылшын тілін оқытуда өз тиімділігін дәлелдеген заманауи халықаралық әдістер ерекше өзекті болып отыр. Бұл әдістерді қазақ тілін екінші тіл ретінде оқытуға бейімдеу – мемлекеттік тілдің әлеуметтік-коммуникативтік рөлін күшейту жолындағы маңызды қадам болып саналады. Зерттеудің мақсаты – ағылшын тілін оқытудың халықаралық тәжірибесін талдау және оны қазақ тілін оқыту әдістемесіне енгізу мүмкіндіктерін ғылыми тұрғыдан негіздеу. Мақалада CLT, TBLT, CLIL әдістері, сондай-ақ Quizlet, Kahoot, Wordwall білім беру платформалары қарастырылады. Бұл әдістердің теориялық негіздері мен практикалық қолданылуы UC Davis тәжірибесі негізінде талданып, қазақстандық оқытушылардың мүмкіндіктерімен салыстырылды. Авторлық сауалнама нәтижелері ұсынылып, қазақ тілін оқытуда цифрлық платформалардың тиімділігі дәлелденді.

Түйін сөздер: әдістеме, сандық технология, қазақ тілі, ағылшын тілі сөздік қор, халықаралық тәжірибе, әдістер, әдістеме.

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**Международный опыт преподавания второго языка
и его адаптация к методике обучения казахскому языку**

В данной статье рассматривается эффективность адаптации международных методов и подходов обучения языку ко второму языку — казахскому. В рамках исследования был проведён опрос среди преподавателей английского языка Калифорнийского университета (Дейвис) и преподавателей казахского языка из различных регионов Казахстана. Результаты опроса позволили выявить конкретные эффективные методы преподавания. Показана эффективность применения международных методик, адаптированных к обучению казахскому языку. В условиях глобализации овладение вторым языком становится не только показателем языковой компетенции, но и важным фактором межкультурной коммуникации и профессиональной адаптации. Особенно актуальны современные международные методики, доказавшие свою эффективность в преподавании английского языка. Адаптация этих методик к преподаванию казахского языка как второго языка является важным шагом по укреплению социально-коммуникативной роли государственного языка. Цель исследования — проанализировать международный опыт преподавания английского языка и научно обосновать возможности его внедрения в методику преподавания казахского языка. В статье рассматриваются методы CLT, TBLT, CLIL, а также образовательные платформы Quizlet, Kahoot, Wordwall. Теоретическая база и практическое применение данных методов проанализированы на основе опыта UC Davis и сопоставлены с возможностями казахстанских преподавателей. Представлены результаты авторского анкетирования и доказана эффективность цифровых платформ в преподавании казахского языка.

Ключевые слова: методика, цифровые технологии, казахский язык, английский язык, словарный запас, международный опыт, методы, обучение языку.

Introduction

In today's era of globalization, teaching English as a second language is rapidly advancing across the globe. In particular, methodologies employed at leading U.S. institutions, such as the University of California's International Center for Education (UCD International Center) and adult education programs like ADALS (Adult and Continuing Education), have shaped modern language teaching models. These programs effectively utilize approaches such as the communicative method, task-based learning, flipped classrooms, and blended learning (Richards, 2006; Ellis, 2003; Graham, 2006). The key feature of these methods lies in recognizing the learner not as a passive recipient of knowledge but as an active participant in linguistic interaction. Adapting these principles for teaching Kazakh is considered one of the most effective strategies for expanding the use of the state language and promoting its acquisition as a second language.

Teaching languages as a second language has become one of the central focuses of modern linguodidactics and applied linguistics. In the context of globalization, language learning extends beyond developing communicative competence to becoming a key prerequisite for intercultural interaction. In this process, the importance of international methodological practices is increasing, as innovative teaching technologies and methodological models, tested across diverse linguistic environments, have demonstrated their effectiveness.

In the context of Kazakhstan's multilingualism policy, teaching Kazakh as a second language has gained significant relevance. For Russian-speaking audiences, Kazakh often remains a subject of formal acquisition rather than a practical communication tool. Therefore, adapting international methodological practices to the Kazakh language teaching system offers an opportunity to enhance the quality of education and transform Kazakh into a genuine means of interaction.

Studying this experience can give a new impetus to the teaching of as a second language and serve as a foundation for udapting the content and methods of langauge courses for an adult audience. Accordingly, this research aims to analyze the experience of teaching English at the University of California and propose ways to adapt these methods to the process of teaching Kazakh. The primary goal of applying international practices to teaching Kazakh is to make the learnong process efficient, modern, and communicative, while enabling learners to acquire Kazakh as a practical means of communication. Several specific objectives support this direction, including the adaptation of effective methodologies

such as CLT (Communicative Language Teaching), TBLT (Task-Based Language Teaching), CLIL (Content and Language Integrated Learning), and EdTech (Educational Technology) tools, widely utilizes in English language instruction. These approaches allow learners to use the language in real-life situations rather than merely memorizing dry grammatical rules (Ellis, 2003; Coyle, Hood, & Marsh, 2010; Harmer, 2015; Lightbown & Spada, 2013). Adapting these methods for teaching Kazakh can boost learners' motivation, engagement, and confidence. Furthermore, it aligns the learning process with practical objectives. A distinguishing feature of these approaches is viewing the learner not as a passive recipient of knowledge but as an active participant in linguistic interaction. By integrating these principles into Kazakh language instruction, it becomes a powerful strategy for expanding the use of the state language and promoting its acquisition as a second language.

In the context of Kazakhstan's multilingualism policy, teaching Kazakh as a second language has gained significant relevance. For Russian-speaking audiences, Kazakh often remains a subject of formal acquisition rather than a practical communication tool. Therefore, adapting international methodological practices to the Kazakh language teaching system offers an opportunity to enhance the quality of education and transform Kazakh into a genuine means of interaction. (Zhunisbek, 2006; Kudaibergenova, 2021).

This approach aims to make the language a practical necessity by developing specific skills that enable learners to engage in discussions, seek information, and establish professional connections in Kazakh. In many cases, learners acquire Kazakh only superficially or formally. Another key objective is creating an inclusive and motivational learning environment. International practices emphasize the importance of considering learners' individual characteristics, learning styles, and paces. By integrating these principles into Kazakh language instruction, it becomes possible to implement personalized teaching methods and conduct *interest-based lessons.*

Additionally, it is essential to lay the groundwork for strengthening the international status of the Kazakh language. Integrating national language teaching systems with international methodologies can make Kazakh not only accessible and appealing within Kazakhstan but also attractive to foreign learners. This aligns with one of the strategic priorities of language policy.

Our research begins by examining the experience of teaching English to adults at the University of

California (UCD International Center and ADALS) and aims to propose ways to adapt these methods to the process of teaching Kazakh. Our objectives are to analyze the structure and methods of English language instruction at the University of California; To describe the approaches used to develop listening, speaking, reading, and writing skills; to explore the potential for adapting these methods to teaching Kazakh as a second language; to offer methodological recommendations tailored to the needs of Kazakh learners.

The primary goal is to provide a scientific foundation for effectively integrating international English teaching practices into Kazakh language instruction methodologies. By adapting the advanced methodologies of English language instruction to Kazakh, this research aims to identify effective strategies and approaches for teaching Kazakh.

As outlined, the research employs a comparative-analytical method to study the following modern approaches to teaching English as a second language:

- Communicative Language Teaching (CLT);
- Task-Based Language Teaching (TBLT);
- Content and Language Integrated Learning (CLIL);
- The use of digital technologies (EdTech).

The theoretical foundations of these methods were analyzed based on international literature and practical studies, with a focus on their applicability to teaching Kazakh. Domestic studies on teaching Kazakh as a second language in Kazakhstani universities and schools provided the empirical basis for the research.

A study of the teaching practices of professors and instructors at the University of California (Davis) who specialize in teaching English as a second language was conducted, addressing the following questions:

1. What principles underpin English language instruction at the University of California?

2. What methods and tools are employed in teaching languages to adults?

3. How can this experience be adapted for teaching Kazakh?

4. What is the effectiveness of international methodologies adapted to Kazakh language instruction?

Materials and methods

In the field of English language teaching, notable contributions include Stephen Krashen's theories of "Input Hypothesis" and "Affective Filter,"

Jim Cummins' distinction between BICS (Basic Interpersonal Communicative Skills) and CALP (Cognitive Academic Language Proficiency), Diane Larsen-Freeman's communicative approach and dynamic grammar instruction, and Jack C. Richards' work on designing teaching materials and skill development.

In Kazakh language methodology, significant works include F. Sh. Orazbaeva's linguistic communication theory, Zh. A. Kulmagambetova and G.K. Zheksembaeva's studies on teaching Kazakh as a second language, and K. Zh. Kozhakhmetova and A. B. Zhunisbekova's methods for teaching Kazakh to adults. Z. Kuzekova's research is particularly noteworthy for its application of advanced English teaching methodologies to Kazakh language instruction, especially in professional environments and for international students.

Modern Approaches in Teaching English as a Second Language. Contemporary approaches in teaching English as a second langige emphasize enhancing learner engagement and facilitating the practical use of the language inreal-life situations. Key methodologies include: Communicative Approach (Communicative Language Teaching) (Effective even for advanced learners, focusing on active communication), Task-Based Learning (TBL), Flipped Classroom and Blended Learning.

The communicative approach focuses on developing the learner's ability to engage in meaningful communication rather than mechanically memorizing language structures. According to Richards (2006), this approach prioritizes linguistic interaction over grammatical accuracy. It allows for the simulation of a linguistic environment through authentic dialogues and exchanges, fostering practical communication skiils in real-life contexts.

Task-Based Learning organizes instruction around tasks aimed at practical language use. Ellis (2003) emphasizes that in this approach, language is seen not as an end goal but as a tool, promoting learners' ability to make independent decisions. This method also enhances critical thinking, planning, and teamwork skills. At the University of California, Davis, Task-Based Learning is applied through leveled assignments that encourage critical thinking. For instance, students are presented with a short video and tasked with analyzing its purpose and presentation, both in written and spoken formats. This method significantly contributes to the development of writing and speaking skills, creating a well-rounded learning experience.

The flipped classroom approach reorganizes traditional teaching by reversing the sequence of instruction. Learners acquire new knowledge through online resources before class and apply that knowledge during in-class activities (Bergmann & Sams, 2012).

Blended learning combines traditional face-to-face instruction with online platforms, creating a flexible and learner-centered educational system (Graham, 2006). At the University of California, students utilize the Canvas platform for assignments, where resources are uploaded beforehand for pre-class preparation.

Research has shown that these methods enhance learner engagement and effectively connect language skills to real-life contexts. Moreover, the integration of modern technologies enables the creation of personalized learning trajectories, allowing learners to acquire knowledge tailored to their individual needs and proficiency levels.

Literature review

The methodology for teaching Kazakh as a second language is a significant and multifaceted field of study within language education. Both Kazakhstani and international scholars have contributed essential theoretical and practical foundations to this area.

The systematic research into teaching Kazakh as a second language began to gain momentum in the late 20th century. Among the pioneers who laid the groundwork for this field are Sh.Kh. Sarybayev, T. Shonanov, S. Zhienbayev, I.V. Mamanov, G. Begaliyev, R. Amirov, N. Oralbayeva, M. Zhanpeisova, and F. Orazbayeva. F. Sh. Orazbayeva emphasized communicative teaching technologies as an effective method for mastering the Kazakh language. In her work *"Linguistic Communication: Theory and Methodology"* (2000), she highlights interaction as the core of language learning, focusing on the dialogic actions between teachers and learners. K. Kadysheva made significant contributions by addressing the pedagogical and social challenges of teaching Kazakh as a second language, including structuring language proficiency levels (A1, A2, B1, B2, etc.). N. Zh. Kurman and A. Kulmagambetova explored the sociolinguistic barriers and the lack of immersive language environments in teaching Kazakh as a state language. Their studies emphasized the practical aspects of language instruction, such as systematizing language material, training in communicative actions, and creating situational tasks.

They also stressed the importance of developing a curriculum based on CEFR (Common European Framework of Reference for Languages) standards for teaching Kazakh as a foreign language.

Drawing on international experience, key methods in language instruction include the communicative approach (Littlewood, 2004; Savignon, 2002), task-based learning (Nunan, 2004), interactive technologies (Warschauer & Meskill, 2000), and bilingual approaches (Cummins, 2000). These methods remain underutilized in contemporary Kazakh language lessons. For example, Brown (2007) highlights the critical role of psychological factors (motivation, linguistic environment, accessibility) in second language acquisition. This aligns with the perspectives of local scholars such as F.Sh. Orazbayeva and A. Kulmagambetova, who prioritize linguistic environments and communicative activities. Furthermore, active learning strategies, the role of the teacher as a facilitator, and the use of automated platforms (e.g., Quizlet, Kahoot, Wordwall) are widely adopted in international contexts. The necessity of adapting these methods for Kazakh language instruction is supported by findings from research conducted at the University of California.

In addition, A.N. Akhmet and colleagues (Akhmet, 2024) emphasize the imperative teaching methodology in materials designed for teaching Russian as a second foreign language. Their work stresses the importance of ensuring accessibility, visual clarity, and resource integration in instructional materials.

Results and discussions

The findings of the study indicate that integrating contemporary methodologies and technological tools-commonly employed in teaching English as a second language into Kazakh language instructions presents a tangible opportunity to enhance educational quality. The survey conducted among instructors at the University of California in 2023 emphasized the significance of the proficiency-based approach in language instruction. This system takes into account each learner's language abilities and allows for the adaptation of instructional content to their specific proficiency level (Richards, 2017).

For instance, while students at the beginner level are provided with tasks involving simple structures, those at intermediate and advanced levels are engaged with more complex academic texts and discussions. The effectiveness of this approach lies in its ability to enable language learners to achieve concrete outcomes appropriate to their proficiency level. Furthermore, the survey revealed that many instructors frequently employ communicative and interactive methods. Such practices foster active use of language skills and contribute to increased motivation for speaking (Larsen-Freeman & Anderson, 2011).

In the survey, one instructor highlighted the negative impact of excessive reliance on translation tools: "Some students take the text I provide, input it into translation software program, compose their native language, and then translate them back into English before submitting. In my view, this practice hinders the independent development of language skills. Moreover, the ability to remain comfortable in moments of uncertainty is a crucial skill not only in language learning but also in life. Overdependence on translation tools deprives students of genuine learning opportunities," the respondent noted.

In response to the survey question, "Which methods has been the most effective in your teaching experience?", instructors emphasized that creating a psychological comfortable learning environment, fostering motivation, and employing communicative approaches are key factors for success in language instruction. One instructor elaborated: "I always strive to use a combination of methods. It is important to select the approach based on the specific needs of each student and the objectives of the lesson. The more interactive the lesson, the more actively students engage with the language material and the better they retain it. That said, there are moments when a traditional, teacher-centered approach can also be effective. When teaching English for Academic Purposes (EAP), I make use of communicative, interactive, and learner-centered approaches as much as possible. However, in certain situations, the teacher's leading role is necessary. The post-communicative approach prioritizes effective communication, which is considered the most essential skill in today's world. Perfection and grammatical accuracy are no longer as critical as they once were, given that tools such as Grammarly and AI applications like ChatGPT can perform those functions." In response to the survey question, "Which methods do you use most frequently in your classes? (You may select more than one)," some instructors answered, "I use all of them".
- communicative approach;
- task-based learning;
- grammar-translation method;
- audio-lingual method;
- project-based learning;

- blended learning (Which methods do you use most frequently in your classes? You may select more than one.)

Moreover, platforms such as Quizlet, Kahoot and Wordwall have been adapted for the Kazakh language, increasingly engaging learners in the educational process (Chien, 2015; Dervić et al., 2022). Interactive tasks, gamified elements and visual support facilitate faster and more enjoyable language acquisition. This highlights the advantages of using EdTech tools in language education.

The methodologies employed on such Kazakh language – oriented platforms support the integrated development of the four core language skills: listening, reading, writing and speaking. According to instructors, at the beginner level, particular emphasis is placed on listening and speaking, as these skills are essential for fostering natural language acquisition and the development of oral communication abilities (Nation & Newton, 2009).

The findings and survey indicate that adapting international practices in teaching English as a second language to the context of Kazakh language instruction is a modern, effective and necessary step. In particular, the implementation of level-based approaches, interactive teaching tools, communicative methods and strategies aimed at enhancing learner motivation contributes to the modernization of Kazakh language education and aligns it more closely with international standards.

Listening is one of the most essential receptive skills in foreign language acquisition. During the listening process, students are required not only to perceive sounds but also to understand the context and situation in order to extract accurate meaning. This process involves not only linguistic competence but also cognitive abilities such as attention, memory, psychological resilience and concentration. Therefore, when designing and assessing listening tasks, it is important to consider students' emotional and psychological state. Key factors influencing listening comprehension include the learner's personal experience, familiarity with the language environment, ability to interpret paralinguistic cues (such as intonation, stress and pauses), motivation level and overall psychological condition. These factors have a direct impact on the student's success in completing listening tasks. For this reason, in developing students' listening skills, it is crucial to foster a supportive learning environment that considers individual differences and emotional responses.

At the end of each module, learners are assigned project-based tasks, posters and presentations, along with midterm assessments. The midterm assessment includes the following components:
- reading comprehension;
- vocabulary;
- comprehension;
- comprehension questions;
- true / false;
- question formation;
- brief answers;
- context clues.

These tasks are designed to develop learners' ability to comprehend spoken language in authentic communicative contexts and provide an opportunity for comprehensive assessment of their language skills.

The experience of the University of California and the perspectives of international educators highlight the crucial role of psychological support from the teacher, classroom interactivity and methodological balance. When learners' age, language background and educational goals are taken into account, teaching Kazakh language both to Russian-speaking learners and as a second language becomes significantly more effective.

1. Adaptation of the Communicative Language Teaching (CLT) Approach.

The CLT method in English language teaching focuses on activating learners' speaking abilities. This approach has also proven effective in teaching Kazakh, where the language should be viewed not merely as a subject of instruction but as a tool for real communication. For instance, dialogues based on everyday life situations, role-plays and debates encourage active learner participation, even in Kazakh-speaking environments.

2. Implementation of the Task – Based Language Teaching (TBLT) Approach.

The task – based approach emphasizes learning through real-life, meaningful tasks. In Kazakh language classes, project-based assignments such as preparing a presentation on Kazakh traditions or conducting an interview in Kazakh immerse learners in authentic language use. This approach facilitates the simultaneous acquisition of both linguistic and cultural competencies.

3. Application of the Content and Language Integrated Learning (CLIL) Model.

CLIL involves teaching content and language simultaneously. When adapted to Kazakh, this model involves delivering subjects like history or geography in the Kazakh language, thereby deepening the language learning experience. This approach is particularly effective in increasing demand for Kazakh-medium instruction in school and universities.

4. Digital Technologies and Online Tools.

Platforms widely used in English language instruction-such as Quizlet, Kahoot and Wordwall are increasingly being adapted for Kazakh. These tools enhance student motivation and support interactive learning. Additionally, the expanding collection of audio-visual materials in Kazakh facilitates better comprehension and language reception.

The effectiveness of the proficiency-based approach in language instruction: Insights from the University of California experience and instructor perspectives.

In global practice, language instruction typically begins with a precise determination of the learner's language proficiency level. This approach enables the development of instructional content that aligns effectively with the learner's communicative and lexical abilities. Notably, the University of California has successfully implemented a level-based system for language teaching. A single subject, topic and set of tasks are adapted to suit groups at different proficiency levels. The primary distinction lies in language complexity and vocabulary. For students at higher levels, instruction across all subjects is delivered using academic language. In contrast, students at the beginner level receive instruction in simplified and accessible language. Moreover, students are expected to speak in a way that reflects their comprehension of what they are saying. At the stage, complex sentence structures are avoided. Each proficiency level adheres to its own defined vocabulary range and grammatical structures.

Table 1 – Results of a survey of teachers at the University of California

Questions	Answers	Percentage (%)
Which methods do you use most frequently in your classes?	Communicative methid	85
	Blended learning	60
	Task-based method	50
	Grammar-translation method	20
	Project method	15
Which language skill do you prioritize most during your classes?	Speaking	70
	Listening	65
	Reading	50
	Writing	40
What are the key factors that contribute to successful language instruction?	Motivation and psychological state	80
	Communicative method	75
	Effective use of technology	65
What is your opinion on the use of translation software programs in language learning?	Excessive use hinders learner autonomy	78
	Useful, but should be used in moderation	22

The results of the survey conducted among instructors at the University of California indicate that communicative, interactive and learner – centered approaches are predominant in international language teaching practice. According to the survey, 85% of respondents reported using the communicative approach as their primary method (Smith, 2023). This approach promotes active student participation, fosters the development of speaking skills and encourages the use of language in authentic contexts.

Additionally, 60% of instructors highlighted the effectiveness of the blended learning approach, emphasizing that the integration of online platforms such as Quizlet, Kahoot and Wordwall enhances student engagement and revitalizes the language learning process (Johnson & Liu, 2022).

The prioritization of speaking (70%) and listening (65%) skills reflects an instructional focus on enabling free and effective communication in the target language environment. This marks

a clear departure from the traditional grammar-translation method commonly used in Kazakhstan, where reading and writing skills are typically emphasized. Furthermore, 78% of instructors identified a recurring issue in which learners rely on translation tools to process texts and submit pre-formulated responses (Martinez, 2023). This concept aligns with the broader critique that such practices hinder the development of independent thinking skills.

The survey revealed the significant role of psychological comfort and motivation in the language learning process, with 80% of instructors identifying these factors as essential conditions for successful language acquisition. This highlights the importance of incorporating such considerations into methodologies adapted for teaching the Kazakh language as well. The results also indicate a shift in the teacher's role from a traditional instructor to a collaborative partner which enhances learner engagement and autonomy.

Overall, successful language instruction is achieved through a learner-centered, motivational and integrative teaching model that combines various approaches. Factors such as the learner's age, educational goals and language proficiency level play a decisive role in selecting appropriate instructional strategies.

Conclusion

Based on the survey results, international experience, particularly the language teaching models implemented at the University of California, offers valuable insights for adapting effective methodologies to Kazakh language instruction. The most effective approaches identified include the communicative method, blended learning formats and the systematic use of interactive platforms. These methods contribute to learner' ability to speak confidently in real-life language environments and significantly enhance motivation.

The international practices used in teaching English as a second language present opportunities to expand the methodological potential of Kazakh language instruction. Communicative and task-based approaches, hybrid and integrated teaching models and the adaptation of EdTech tools have been shown to yield effective results in teaching Kazakh as a second language. The theoretical and empirical data obtained during the research confirm the relevance and effectiveness of these approaches. In the future, aligning national curricula with international best practices has the potential to significantly improve the quality of Kazakh language education.

Based on the research findings, the following conclusions were drawn:

- educational content should be adapted to accommodate different language proficiency levels;

- interactive tasks and platforms (e.g., Wordwall, Quizlet) need to be customized to suit the context of the Kazakh language;

- language learners should be provided with emotional support and a psychologically comfortable learning environment;

- limited use of translation tools is recommended with an emphasis on fostering learners' independent language skills.

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