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CONCEPTUAL FOUNDATIONS OF DEVELOPING ENTREPRENEURIAL ACTIVITY IN THE CONTEXT OF UNIVERSITY EDUCATION

Abstract

In the context of the global economy and digital transformation, there is an increasing need to train teachers with entrepreneurial competencies. Modern challenges require future teachers not only to possess subject knowledge, but also the ability to initiate educational innovations, manage educational projects, and adapt to changes in the social and economic environment. The research is based on a conceptual analysis of the theories of entrepreneurship, motivation and education. Such theories as the theory of entrepreneurial opportunities, the theory of social capital, the theory of self-determination, the theory of entrepreneurial competence, the theory of achievement motivation, the theory of resilience and the theory of planned behaviour are considered. The analysis revealed the main cognitive, motivational and activity factors influencing the formation of students' entrepreneurial activity. The results of the study show that the integration of these theoretical models into educational programs helps to increase the level of independence, initiative and innovative thinking among future teachers. The findings can be used to improve university educational programs aimed at developing students' entrepreneurial activity.

Keywords: entrepreneurial activity; university education; entrepreneurial competencies; future teachers; students.

Introduction. Modern changes in the economy, social sphere and educational system require new approaches to training specialists who are able to work effectively in a dynamic and uncertain environment. In this context, entrepreneurial activity becomes particularly important, as it contributes to the development of students' qualities such as initiative, innovative thinking, the ability to adapt to rapidly changing conditions and make decisions in conditions of uncertainty (Hahn et al., 2020). According to research, entrepreneurial activity covers a wide range of processes, including the generation of new ideas, the search and use of market opportunities, the development and implementation of innovations, as well as risk management (Shaw & Perez, 2023).

Particular importance is attached to the formation of entrepreneurial competencies among future teachers, since their professional activities include not only training, but also

the creation of educational initiatives, project management and the introduction of innovative teaching methods. Research confirms that the development of entrepreneurial competencies among students contributes to their professional growth, the formation of leadership qualities and an increase in the level of autonomy in decision-making (Kathayat, 2022). In addition, the integration of entrepreneurial activity into the educational process allows students to develop and implement their own projects, creating a sustainable platform for future professional development (Boldureanu et al., 2020).

Scientific research shows that educational programs that include elements of entrepreneurial activity contribute to a more effective assimilation of knowledge by students and the development of their critical thinking skills (Cui, Sun, & Bell, 2019). Entrepreneurial activity at the university not only expands career opportunities, but also provides students with

practical experience working with innovative teaching methods and educational technologies (Zainullina et al., 2024). Thus, the development of entrepreneurial activity among students of pedagogical fields is an important direction in the higher education system, ensuring their competitiveness and readiness for professional challenges.

The concept of entrepreneurial activity has been developed in the works of various researchers, starting with classical theories of entrepreneurship. Joseph Schumpeter viewed an entrepreneur as an innovator who creates value through the introduction of new combinations of resources. His ideas formed the basis for understanding entrepreneurship as a driving force for economic and social progress. Subsequently, the concept of entrepreneurial activity expanded to include not only economic, but also educational and social components. Research by Gartner (1988) focuses on the procedural approach to entrepreneurship, considering it as a sequence of actions aimed at implementing innovative ideas. In the context of education, entrepreneurial activity is associated with the development of students' ability to initiate and implement projects, develop and implement innovative teaching methods, and build effective models of interaction between educational institutions and external organizations.

In modern research, entrepreneurial activity is defined as the ability of a subject to create, develop and implement new ideas in various fields of activity. It is considered as a key factor in the professional development of students, as it includes elements of self-regulation, creativity, reflection and readiness for change. Research by Neck & Corbett (2018) confirms that involving students in entrepreneurial activities at the university level helps to increase their professional mobility and competitiveness. This is especially important for future teachers, as in the context of modern educational challenges they need to master project management methods, develop and implement new educational programs, create start-ups in the field of EdTech and coordinate interdisciplinary initiatives.

Materials and Methods. This research is theoretical and analytical in nature and is aimed at studying and systematizing existing concepts, theories and models of entrepreneurial activity in the context of university education. The main purpose of this study is to identify and substantiate key theoretical approaches that contribute to the formation of entrepreneurial competencies among students of pedagogical fields.

The following methods were used to achieve this goal: 1) the method of conceptual analysis is a systematic study of existing theories of entrepreneurship and pedagogy to integrate them into university educational programs; 2) the method of comparative analysis is a comparison of various theoretical models of entrepreneurial activity in terms of their applicability in an educational environment.

Data sources were collected from recognized scientific databases such as Web of Science, Scopus and Google Scholar, as well as from international conferences, analytical reports from universities and educational organizations. The focus was on publications containing a theoretical framework and empirical data relevant to the research topic. Priority was given to research published in peer-reviewed publications, with a clear focus on the relationship between theory and practice.

The literary search was conducted using the keywords: “entrepreneurial activity of students”, “entrepreneurial education”, “innovative pedagogical approaches”, “entrepreneurial competencies”, “professional development of future teachers”.

The selection of publications was based on the following criteria: 1) relevance – articles devoted to entrepreneurial education and the development of entrepreneurial activity of students; 2) scientific validity – peer-reviewed sources containing a theoretical base and analytical research; 3) practical applicability – works related to educational practice and methodology of teaching entrepreneurial disciplines.

Results and Discussion. The study analyzes key theoretical approaches and concepts that contribute to the development of entrepreneurial

activity among students. It was revealed that students' entrepreneurial activity is a complex, multilevel process that includes cognitive, motivational, and socio-economic factors (Figure 1).

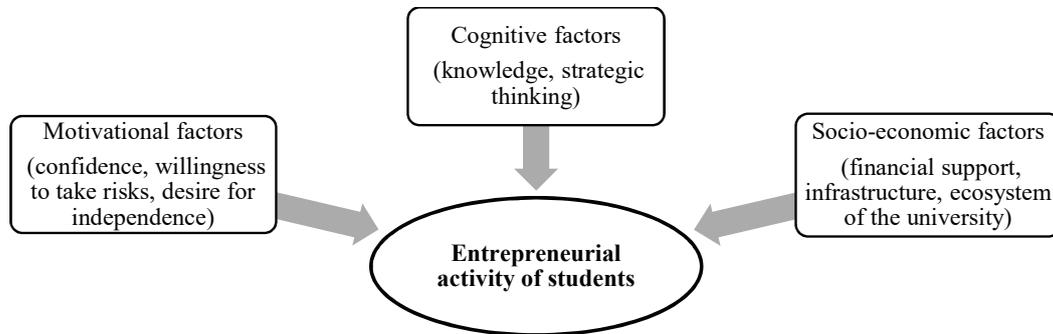


Figure 1: Factors of students' entrepreneurial activity

Cognitive factors include students' knowledge of the principles of entrepreneurship, understanding of market mechanisms, and ability to strategically plan. Research shows that having an entrepreneurial education has a positive effect on the level of entrepreneurial activity, forming students' ability to analyze market opportunities and develop business strategies (Fayolle & Gailly, 2015).

Motivational factors determine the level of students' involvement in entrepreneurial activity. According to the theory of self-determination (Deci & Ryan, 2000), intrinsic motivation plays a key role in shaping entrepreneurial intentions. This is supported by research that reveals that personality characteristics such as self-reliance, independence, and risk-taking have a significant impact on making decisions about starting your own business (Deci & Ryan, 2000).

Socio-economic factors include access to financial resources, university support, and the availability of infrastructure conducive to entrepreneurial activity. Research shows that the university's ecosystem, including star-

tup accelerators, mentoring programs, and collaboration with businesses, promotes student engagement in entrepreneurial activities (Sieger et al., 2016). In addition, the level of economic development of the region and support for entrepreneurship at the state level play an important role in stimulating entrepreneurial activity among students (Audretsch & Belitski, 2017).

In addition to factors, the development of entrepreneurial activity of students is impossible without the formation of a set of competencies, including cognitive, motivational and activity aspects. Entrepreneurial competencies are a set of knowledge, skills and attitudes necessary for the successful implementation of entrepreneurial initiatives in an educational and professional environment. This study examined the key components of these competencies, their role in shaping entrepreneurial thinking among students of pedagogical fields, as well as the factors influencing their development. Table 1 shows the structure of entrepreneurial competencies, considering their aspects and key influencing factors.

Table 1. The structure of students' entrepreneurial competencies

Aspect	Content	Influencing factors
Cognitive	Knowledge about entrepreneurship, business models, financial management, innovation	Access to educational programs, case studies, work with business experts
Motivational	Internal and external motivation, professional values, self-confidence	University environment, mentors, examples of successful entrepreneurs
Activity-based	Business skills, project management, negotiations, strategic thinking	Participation in startups, accelerators, business games and entrepreneurial initiatives

The cognitive aspect includes knowledge the basics of business planning, financial about entrepreneurship, market mechanisms, literacy and innovative management methods.

Research shows that students with theoretical knowledge of business and entrepreneurship demonstrate a higher willingness to open their own projects Neck & Corbett (2018). The cognitive aspect also encompasses the ability to analyze market trends, assess risks, and find innovative solutions to implement business ideas (Bae et al., 2014).

The motivational aspect is determined by internal and external incentives for entrepreneurial activity. According to the theory of achievement motivation, a high level of motivation to achieve success is a key predictor of entrepreneurial activity. In addition, the theory of self-determination (Deci & Ryan, 2000) points to the importance of autonomy, competence, and engagement in an entrepreneurial environment.

The activity aspect is related to the formation of practical skills, including the ability to develop business ideas, project management, negotiation and strategic decision-making. According to the concept of “learning through action” (Kolb, 2015), it is practical experience that forms the basis for the development of entrepreneurial competencies. Research shows that students’ participation in startup accelerators, business incubators, and entrepreneurial projects helps them acquire the necessary skills and confidence in their capabilities (Rasmussen & Sørheim, 2006).

Now we turn to the results of studying various theories of entrepreneurial education. Table 2 shows the key theories, their key elements are indicated, the possibilities of their application in universities and the expected results are described.

Table 2. *Application of entrepreneurship theories in the university’s educational environment*

Theory	Key elements	Application in the educational environment	Expected results
The theory of entrepreneurial opportunities (Shane & Venkataraman, 2000)	Identification of market opportunities, use of resources, innovation.	Training students in analytical skills; organizing projects to find market opportunities, startup accelerators; developing business cases.	Enhancing students’ ability to analyze the market and develop innovative solutions.
Theory of social capital (Burt, 2000)	Social networks, access to resources.	Creation of student clubs; organization of events for professional contacts: master classes with business experts, networking events.	Expanding the network of professional contacts of students, improving cooperation skills.
Theory of self-determination (Deci & Ryan, 2000)	Autonomy, competence, social connectedness.	Involving students in decision-making; supporting their independence; organizing student initiatives and research projects.	Increasing the level of motivation and independence of students.
Theory of entrepreneurial competence (Lv et al., 2021)	Competence development through practical training, business planning, mentoring.	Creation of mentoring programs; training in the creation of startups; holding business plan contests; development of practical cases.	Strengthening students’ confidence in the implementation of ideas, developing analytical and leadership skills.
Theory of achievement motivation (McClelland, 1985)	Setting goals, striving for success, overcoming obstacles.	Organization of business plan contests, student Olympiads, scientific conferences; involvement of students in research initiatives.	Improving professional competence and willingness to overcome challenges.
Theory of resilience (Ungar, 2013)	Resilience, adaptation to difficult conditions, use of social resources.	Organization of a sustainability development program, management trainings, and social support programs.	Increasing students’ stress tolerance and ability to cope with academic and life challenges.
Theory of Planned Behaviour (Ajzen, 1991)	Intentions, control of behavior, subjective norms.	Development of courses for the assessment and management of entrepreneurial intentions; training in business planning, assessment of market opportunities.	Increasing the proportion of students interested in starting their own companies.

Entrepreneurial Opportunity Theory (Shane & Venkataraman, 2000) considers entrepreneurship as a process of identifying, evaluating, and exploiting opportunities resulting from changes in the environment. This theory is based on the claim that not all people are able to recognize entrepreneurial opportunities, as it depends on their level of knowledge, experience, and individual characteristics. In the context of university education, this theory can be applied to develop students' pedagogical skills to analyze educational trends, identify promising niches, and develop innovative solutions to improve the education system. In universities, this is realized through courses on the analysis of market opportunities in education, design laboratories where students learn to develop educational initiatives, and acceleration programs for pedagogical startups. The inclusion of this theory in the educational process allows future teachers to master the methods of generating ideas, forecasting educational trends and using innovative technologies in teaching.

The theory of social capital (Burt, 2000) focuses on the importance of social connections and networking in the development of entrepreneurial activity. In an entrepreneurial context, social capital plays the role of a source of information, resources, and support, which is especially important for aspiring entrepreneurs. In universities, this theory can be implemented through the development of student communities, educational collaborations and interaction with external partners. The inclusion of the principles of social capital theory in the educational environment contributes to the creation of a network of professional contacts among students, helps them interact with successful entrepreneurs in the field of education, as well as develop teamwork and collaboration skills. Universities can implement mentoring programs, organize business networking events, and encourage students to participate in interuniversity educational projects.

Self-determination theory (Deci & Ryan, 2000) emphasizes the importance of intrinsic motivation and psychological autonomy in educational and professional development.

According to this theory, three basic human needs—autonomy, competence, and social inclusion—are the main driving forces of behavior. In the educational environment, the application of this theory implies the creation of conditions conducive to the development of students' internal motivation for entrepreneurial activity. Universities can provide students with more freedom in choosing academic disciplines and study formats, and support initiatives aimed at developing and implementing their own educational projects. It is also important to integrate project-based learning, which allows students to see the real results of their work and build self-confidence.

The theory of entrepreneurial competence (Lv et al., 2021) considers entrepreneurial skills as a key element of successful professional activity. She suggests that entrepreneurship education should focus not only on knowledge transfer, but also on the development of practical competencies such as leadership, strategic thinking, the ability to innovate and risk management. In the educational environment, this theory is implemented through the introduction of practice-oriented courses, the creation of business incubators, startup competitions, and the formation of interdisciplinary teams to develop educational solutions. In addition, universities can develop entrepreneurial competence through interaction with the education industry, internships, and student participation in real-world educational projects.

The theory of Achievement Motivation (McClelland, 1985) explains how striving for success, overcoming obstacles, and setting ambitious goals affect a person's professional activities. According to this theory, people with high achievement motivation tend to be independent, look for difficult tasks and are focused on results. In an educational environment, the introduction of this theory may include the creation of a system of educational challenges – contests, Olympiads, and research projects aimed at developing students' entrepreneurial potential. An important aspect is the development of individual educational routes that allow students of pedagogical fields to

apply their knowledge in real projects, building self-confidence and developing professional responsibility.

The theory of resilience (Ungar, 2013) emphasizes the importance of resilience and adaptability in the face of uncertainty and crisis situations. In an entrepreneurial environment, the ability to resist helps to cope with risks, overcome difficulties and adapt to changing conditions. In the educational context, this theory is especially important for the training of future teachers, since their professional activities require flexibility, stress tolerance and the ability to find non-standard solutions. Universities can apply this theory through the inclusion of stress management, adaptive strategies, and critical thinking courses in their curricula. Case studies are also effective, where students analyze real educational situations and develop solutions to overcome problematic situations.

The theory of planned behaviour (Ajzen, 1991) is based on the concept of planned behavior, according to which entrepreneurial intentions are formed under the influence of subjective norms, personal attitudes and perceived control over the situation. This theory helps to understand what factors contribute to students' decision to engage in entrepreneurial activity. In an educational environment, the introduction of this theory may include the diagnosis of students' entrepreneurial intentions, the development of mentoring programs and decision-making training. Universities can use gamification methods, include elements of business simulations and experimental learning, so that students can try on the role of entrepreneurs in the field of education and consciously approach the issue of creating their own projects.

Thus, the analysis of the presented theories allows us to conclude that for the formation of entrepreneurial activity of students of pedagogical fields, a combination of various approaches aimed at the development of cognitive, motivational and activity competencies is necessary. By integrating these theories into the educational process, universities can create a favorable ecosystem for students to develop entrepreneurial thinking,

self-confidence, and willingness to implement innovative educational projects.

Conclusion. The study of the theoretical foundations of the development of entrepreneurial activity in university education has made it possible to identify key concepts and models that contribute to the formation of necessary competencies among students of pedagogical fields. The analysis of various theories has shown that entrepreneurial activity is a multilevel phenomenon, including cognitive, motivational and activity aspects. The most important factors influencing the development of entrepreneurial competencies are access to educational resources, motivation, university support, and opportunities for practical implementation of entrepreneurial initiatives. The theory of entrepreneurial opportunities occupies a central place in the formation of entrepreneurial activity, emphasizing the need to teach students methods of market analysis, search for innovative solutions and create new educational products. The theory of social capital focuses on the importance of creating network interactions between students, teachers and industry representatives, which promotes knowledge exchange and the expansion of professional contacts. The theory of self-determination demonstrates that in order to actively involve students in entrepreneurial activity, it is necessary to take into account their need for autonomy, competence and social connectedness. The theory of entrepreneurial competence shows that entrepreneurship training should combine theoretical knowledge and practical application through participation in startups, business simulations and interdisciplinary projects. The theory of achievement motivation confirms that the purposeful development of ambition, perseverance and striving for success is a key factor in the formation of entrepreneurial competencies. The theory of resilience emphasizes the importance of stress tolerance and flexibility, which is especially relevant for future educators working in an environment of uncertainty. Finally, the theory of planned behaviour helps to understand what factors shape students' attitudes and intentions necessary to choose an entrepreneurial path.

Thus, the analysis of the presented theories made it possible to substantiate the need for an integrated approach to the development of entrepreneurial activity of students of pedagogical fields. Universities should integrate interdisciplinary approaches into the educational process, focused on the development of analytical, creative and managerial skills. This will allow future teachers not only to effectively adapt to changes in the educational sphere, but also to become initiators of innovations, creating new pedagogical practices, educational projects and startups. The results of the study emphasize the importance of a strategic review of university educational programs, taking into account the entrepreneurial component, which will provide graduates of pedagogical fields with not only knowledge, but also readiness to actively participate in the transformation of the education system.

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EDUCATIONAL PRACTICE OF DEVELOPING INTERCULTURAL COMMUNICATION IN HIGHER EDUCATION

Abstract

This study examines the educational practices for developing intercultural communication competencies in higher education institutions within the context of unprecedented global interconnectedness. Contemporary higher education environments, characterized by increasing international student mobility and digital connectivity, present both significant opportunities and challenges for intercultural engagement. The research investigates pedagogical approaches that facilitate effective intercultural communication skills acquisition among university students, analyzing their impact on cultural identity formation and preservation. Through a mixed-methods approach combining survey data from master's students (n=44) and theoretical framework analysis, this paper identifies key challenges in cross-cultural educational settings and proposes evidence-based interventions. Findings indicate that establishing dedicated intercultural communication centers, implementing culturally responsive teaching methodologies, and developing comprehensive assessment criteria significantly enhance students' intercultural competence. The study contributes to the scholarship on educational innovation by demonstrating how structured pedagogical practices can foster intercultural skills while simultaneously preserving cultural diversity. This research has implications for curriculum development, institutional internationalization strategies, and educational policy in multicultural higher education contexts.

Keywords: intercultural communication, higher education pedagogy, cultural identity, educational innovation, globalization, assessment criteria, intercultural competence.

Introduction. Cultural identity has been a focal point in social sciences, especially within the fields of communication and social psychology. Extensive research has explored cultural identity, both directly and indirectly, providing diverse perspectives on its impact on intercultural contexts and inspiring methods for its study. Cultural identity, a multifaceted construct encompassing shared beliefs, values,

traditions, and practices, plays a pivotal role in shaping individual and collective identities within societies (Schildkraut, 2011). The researcher Schildkraut (2011) also believed that it evolves through time and interactions with others while being influenced by historical, social, and environmental factors. Intercultural communication, on the other hand, involves the practice and exchange of ideas, information,