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## THE FORMATION OF HIGH SCHOOL STUDENTS' INTERCULTURAL COMPETENCE ON THE BASIS OF AUTHENTIC VIDEO MATERIALS

### *Abstract*

This article explores the process of developing intercultural competence among high school students through the use of authentic video materials in foreign language teaching. The introduction substantiates the relevance of the topic in the context of globalization and multilingual education. The main part reveals the theoretical foundations of intercultural competence, emphasizing the ideas of Byram, Kramsch, and Hall, and describes the practical advantages of authentic audiovisual materials in promoting intercultural understanding. The study also presents methodological recommendations for teachers on how to integrate authentic videos into lessons to enhance cultural awareness, empathy, and communicative competence. The conclusion emphasizes that authentic videos not only improve linguistic skills but also foster students' tolerance, curiosity, and readiness for intercultural communication.

**Keywords:** *intercultural competence, authentic materials, video-based learning, communicative approach, EFL teaching, cultural awareness.*

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## АУТЕНТТІК БЕЙНЕМАТЕРИАЛДАР НЕГІЗІНДЕ ЖОҒАРЫ СЫНЫП ОҚУШЫЛАРЫНЫҢ МӘДЕНИЕТАРАЛЫҚ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ

### *Аңдатпа*

Бұл мақалада шет тілі сабақтарында аутентті бейнематериалдарды пайдалану арқылы жоғары сынып оқушыларының мәдениетаралық құзыреттілігін қалыптастыру жолдары қарастырылады. Кіріспе бөлімде тақырыптың жаһандану жағдайындағы өзектілігі мен шетел тілін оқытудағы мәдениетаралық бағыттың маңыздылығы дәлелденеді. Негізгі бөлімде мәдениетаралық құзыреттіліктің теориялық негіздері Байрам, Крамш және Холл еңбектері негізінде сипатталып, аутентті бейнематериалдардың оқушылардың мәдени түсінігін арттырудағы артықшылықтары талданады. Сонымен қатар, мұғалімдерге бейнематериалдарды сабаққа тиімді енгізу бойынша әдістемелік ұсынымдар берілген. Қорытындыда аутентті бейнематериалдар тілдік дағдыларды дамытып қана қоймай,

оқушылардың толеранттылығын, қызығушылығын және мәдениетаралық қарым-қатынасқа даярлығын арттыратыны атап өтіледі.

*Кілт сөздер:* мәдениетаралық құзыреттілік, аутентті материалдар, бейнелік оқыту, коммуникативтік тәсіл, ағылшын тілі, мәдениетаралық түсінік.

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## ФОРМИРОВАНИЕ МЕЖКУЛЬТУРНОЙ КОМПЕТЕНЦИИ СТАРШЕКЛАСНИКОВ СРЕДНЕЙ ШКОЛЫ НА ОСНОВЕ АУТЕНТИЧНЫХ ВИДЕОМАТЕРИАЛОВ

### Аннотация

В статье рассматривается процесс формирования межкультурной компетенции старшеклассников посредством использования аутентичных видеоматериалов на уроках иностранного языка. Введение обосновывает актуальность темы в условиях глобализации и многоязычного образования. В основной части раскрываются теоретические основы межкультурной компетенции, опираясь на идеи Байрама, Крамш и Холла, а также анализируются преимущества использования аутентичных видеоматериалов для развития культурного понимания учащихся. В работе приведены методические рекомендации для преподавателей по интеграции видеоконтента в учебный процесс. В заключении подчеркивается, что аутентичные видео не только улучшают языковые навыки, но и способствуют воспитанию толерантности, эмпатии и готовности к межкультурному общению.

*Ключевые слова:* межкультурная компетенция, аутентичные материалы, обучение с использованием видео, коммуникативный подход, преподавание английского языка, культурное осознание.

### Introduction

In the 21st century, the process of globalization and the expansion of intercultural communication have made the development of intercultural competence one of the central objectives of foreign language education [1, p. 34–39]. Foreign language learning today is no longer limited to mastering grammar or vocabulary—it involves understanding the values, traditions, and communicative norms of other cultures. As Kramsch notes, “language is not simply a means of communication but a medium through which culture is lived” [2, p.21].

Modern teaching methodologies emphasize the need for authentic materials that reflect the real use of language in genuine cultural contexts. Among these, authentic video materials—such as films, interviews, news, vlogs, and documentaries—occupy a special place, as they combine linguistic, visual, and cultural information in an engaging format [3, p. 96–104]. For high school students, video content serves as both a source of language practice and a window into the worldview of other nations. Therefore, this study focuses on the pedagogical potential of authentic video materials as an effective means of forming intercultural competence among high school students.

### Theoretical Basis of Intercultural Competence

Intercultural competence is understood as the ability to interact effectively and appropriately in situations of cultural diversity [4, p. 12–19]. Byram (1997) defines it through several components: attitudes (curiosity and openness), knowledge (of social groups and their products), skills of

interpreting and relating, skills of discovery and interaction, and critical cultural awareness [5,p.43–44].

Hall's concept of high-context and low-context cultures helps explain differences in communication styles—implicit versus explicit, emotional versus formal [6, p. 45–46]. Kramsch (1993) views language as a symbolic system that mediates between the self and the other, emphasizing the importance of cultural reflection in language education [2,p.26].

Thus, authentic materials provide opportunities for students to analyze real communication situations, compare cultural behaviors, and reflect on their own cultural assumptions.

#### Authentic Video Materials as a Tool for Cultural Learning

Authentic video materials differ from adapted educational content because they present genuine linguistic and cultural contexts [3, p. 96–104]. They expose learners to accents, idioms, gestures, and values that cannot be reproduced artificially.

For instance, films and TV shows demonstrate everyday life, humor, and social norms, while interviews and news broadcasts highlight how people express opinions and emotions in real contexts [7, p. 205–208]. When students watch such materials, they encounter not only linguistic input but also paralinguistic and cultural codes—intonation, body language, symbols—which enrich their understanding of communication styles. Furthermore, authentic videos support the socio-cultural approach in teaching, where the goal is to prepare students for real-life interaction with representatives of other cultures, rather than memorizing isolated language forms.

#### **Pedagogical Strategies for Using Authentic Videos**

To effectively integrate authentic video materials into foreign language lessons, teachers can apply a range of pedagogical strategies that guide students' comprehension, interpretation, and reflection on cultural content.

1. Pre-viewing activities are essential for activating students' prior knowledge, introducing relevant cultural and social contexts, and stimulating curiosity. Examples include brainstorming sessions about the topic, discussing related cultural norms, or making predictions about the video content. These preparatory tasks help learners approach the video purposefully and set the stage for meaningful engagement.

2. While-viewing tasks encourage active observation and analytical thinking. Students can focus on communicative functions, gestures, tone, expressions, and other non-verbal cues that reflect cultural values. They may also note differences between the target culture and their own, identify idiomatic expressions, or track how language is used in real-life social interactions. Structured worksheets, guided questions, or short note-taking exercises can support students in focusing on relevant linguistic and cultural features, ensuring that they do not passively consume the material.

3. Post-viewing discussions and activities provide opportunities for deeper reflection, critical thinking, and intercultural comparison. Students can express their personal attitudes, discuss cultural similarities and differences, evaluate behaviors in context, and consider alternative perspectives. Project-based tasks, such as creating short videos comparing cultural traditions, analyzing social issues, or dramatizing cultural scenarios, further consolidate learning by combining language practice with cultural analysis. Such projects also enhance collaboration, problem-solving, and creativity, while reinforcing empathy and cultural sensitivity [8, p. 57–60; 9, p. 14–18]. The teacher's role is crucial throughout this process—not only in selecting authentic and culturally relevant materials but also in facilitating dialogue, guiding reflection, and creating a supportive classroom environment that encourages respect, open-mindedness, and intercultural awareness.

By systematically applying these strategies, teachers can ensure that authentic video materials are not only engaging but also pedagogically meaningful, contributing to both students' linguistic competence and their capacity for intercultural understanding. Incorporating multiple stages—pre-viewing, while-viewing, and post-viewing—along with creative, collaborative tasks helps learners internalize cultural knowledge, develop critical thinking skills, and build the confidence necessary to interact effectively in diverse cultural contexts.

## Conclusion

In modern foreign language education, fostering intercultural competence has become a central objective that goes beyond traditional linguistic proficiency. The integration of authentic video materials in high school classrooms provides students with dynamic, real-life examples of language use, cultural behaviors, social interactions, and non-verbal cues that textbooks alone cannot fully convey. By observing and analyzing authentic interactions, learners gain a deeper understanding of cultural norms, values, and communication styles, which enriches both their cognitive and affective dimensions of intercultural competence.

The use of authentic videos also encourages critical thinking, reflective skills, and active engagement. Students are prompted to compare cultural practices, evaluate appropriateness in various contexts, and interpret subtle cultural signals. Classroom activities such as discussions, role-plays, and project-based learning based on video content foster collaboration, problem-solving, and meaningful communication. Through these interactive exercises, students develop strategies for effective intercultural communication, improve their ability to express ideas clearly, and cultivate empathy toward people from diverse cultural backgrounds.

Moreover, authentic video materials enhance students' digital literacy and promote independent learning. By navigating online resources, critically evaluating multimedia content, and using digital platforms, learners acquire essential 21st-century skills that support both academic and personal growth. Such experiences prepare students not only for effective language use but also for responsible participation in a globalized and digitally connected society.

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