

DEVELOPING MULTICULTURAL COMPETENCE IN LANGUAGE LEARNING THROUGH VIDEO MATERIALS

Modern linguistics pays considerable attention to studying the reflection of national culture and history in a particular language, given the significant role of language in accumulating cultural achievements. Language reflects the national character and creates a unique worldview for people who use it as a means of communication, preserving the cultural values and heritage of the people in vocabulary, grammar, folklore, literary works, and more.

Therefore, it is no coincidence that one of the goals of teaching a foreign language in a higher educational institution is the formation of linguosociocultural competence among students. Video materials are a particularly valuable tool for developing this competence.

The problem of forming linguosociocultural competence is highlighted in the research of scholars such as M. Natsyuk, I. Bronetko, L. Horodetska, K. Antipova, O. Vozniuk, I. Beam, R. Gurevich, S. Nikolayeva, V. Safonova, V. Maslova, A. Hordeeva, N. Borysko, and others.

First, it should be noted that developing students' sociolinguistic competence fosters motivation for independent language learning and facilitates conscious material acquisition.

Sociocultural competence is a set of knowledge about the rules and social norms of behaviour of speakers of the studied language, their traditions, history, culture, social system, and national organization [1, 183–186]. In the process of learning a foreign language, the teacher introduces students to a new culture; thus, the ability to understand cultural features, observe norms of behaviour and etiquette, and recognize cultural stereotypes when communicating with native speakers is essential.

The use of video materials in the educational process significantly facilitates the understanding of the material, allows the visual presentation of interesting facts within a relatively short time, enables observation and analysis of native speakers' correct pronunciation, promotes the development of mental processes, and engages multiple channels of information perception simultaneously. According to Panova, 60% of information is absorbed during audiovisual perception [4, p. 158].

The created video materials can be used at any stage of the lesson, and the exercises can be varied: phonetic exercises, listening to texts for introducing new lexical units, short videos on language structures, and more.

Using video materials to develop the foundations of linguosociocultural competence is undoubtedly effective for several reasons:

1. Increasing motivation.
2. Visualization (setting, characters, actions, objects).
3. Better understanding of vocabulary (visualization of vocabulary, guessing the meaning during viewing, better memorization).
4. Improving grammar and pronunciation.
5. Immersion in the cultural environment.

It is also essential to consider the requirements for video materials when developing linguosociocultural competence. The main criteria for selecting videos are:

1. Authenticity.
2. Sociocultural component.
3. Motivational component.
4. Informational value.
5. Rich vocabulary series [5, 132 –133].

The importance of incorporating video materials in foreign language learning is emphasized, as contemporary language education can significantly benefit from innovative components facilitated by modern computer technologies.

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