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AUTHENTIC VIDEO MATERIALS FOR DEVELOPING FOREIGN LANGUAGE COMPETENCE

Abstract. The article explores the scientific, methodological, and practical foundations of utilizing authentic video materials as an effective didactic tool for developing the foreign language communicative competence of higher education learners majoring in non-linguistic fields. The relevance of the research is driven by modern globalization processes, Ukraine's integration into the global educational space, and the pressing need to enhance distance language learning within digital environments during current crises. The paper analyzes the theoretical definition and classification of video resources, highlighting the psychological, pedagogical, cognitive, and motivational benefits of combining visual, auditory, and emotional channels. Special attention is dedicated to a critical analysis of specific challenges and digital limitations encountered by instructors and students when working with original media content online, such as linguistic and phonetic complexity (rapid speech rates, diverse regional accents) and the digital divide.

The study proposes and substantiates comprehensive methodological recommendations for optimizing the integration of authentic audiovisual content. A structured workflow is designed and categorized into three explicit instructional phases: Pre-Viewing (Preparatory), While-Viewing (Main), and Post-Viewing (Final) stages. For each phase, the paper outlines universal, practical task templates aimed at activating background knowledge, sharpening selective listening comprehension, expanding professional vocabulary via interactive platforms (Quizlet, Kahoot, Miro), and driving critical thinking through virtual breakout room debates, role-plays, and collaborative problem-solving projects. The author establishes a rigorous framework of didactic and psycho-pedagogical requirements essential for ensuring the efficacy of professionally oriented language acquisition. It is concluded that systematic methodological scaffolding and innovative technologies successfully transform passive media consumption into a conscious, autonomous educational instrument, preparing future specialists for long-term career success.



Keywords: foreign language communicative competence, authentic video materials, non-linguistic majors, distance learning, digital tools, critical thinking, vocational orientation.

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АВТЕНТИЧНІ ВІДЕОМАТЕРІАЛИ ЯК ЗАСІБ РОЗВИТКУ ІНШОМОВНОЇ КОМПЕТЕНТНОСТІ

Анотація. Стаття присвячена дослідженню науково-методичних та практичних засад використання автентичних відеоматеріалів як ефективного дидактичного інструменту для формування іншомовної комунікативної компетентності студентів немовних спеціальностей у закладах вищої освіти. Актуальність теми зумовлена процесами глобалізації, інтеграції України у світовий освітній простір та необхідністю вдосконалення дистанційного навчання в умовах сучасних викликів. У роботі проаналізовано сутність та класифікацію відеоматеріалів, а також детально висвітлено психолого-педагогічні, когнітивні та мотиваційні переваги поєднання аудіовізуальних каналів сприйняття інформації. Особливу увагу приділено комплексному розгляду труднощів та бар'єрів, з якими стикаються учасники освітнього процесу під час роботи з оригінальним медіаконтентом в онлайн-середовищі, зокрема лінгвістичній складності (швидкість мовлення, акценти) та технічним обмеженням.

У статті запропоновано та детально обґрунтовано авторські методичні рекомендації щодо оптимізації процесу впровадження автентичного контенту. Розроблено та структуровано цілісну систему вправ для трьох обов'язкових етапів роботи з відео: допереглядного (Pre-Viewing), переглядового (While-Viewing) та післяпереглядного (Post-Viewing). Для кожного етапу наведено універсальні практичні завдання, спрямовані на активізацію фонових знань, розвиток навичок селективного та глобального аудіювання, розширення професійного словникового запасу за допомогою інтерактивних цифрових платформ (Quizlet, Kahoot, Miro), а також стимулювання критичного мислення через дебати в Breakout Rooms, рольові ігри та аналітичні проекти. Визначено комплекс дидактичних, методичних та психолого-педагогічних вимог, дотримання яких забезпечує результативність професійно орієнтованого навчання іноземної мови. Зроблено висновок, що систематичний методичний супровід та впровадження



інноваційних технологій дозволяють трансформувати пасивний перегляд у свідомий автономний інструмент підготовки майбутніх фахівців до успішної кар'єри.

Ключові слова: іншомовна комунікативна компетентність, автентичні відеоматеріали, немовні спеціальності, дистанційне навчання, цифрові інструменти, критичне мислення, професійна орієнтація.

Problem statement. In modern conditions of globalization and integration into the global educational and professional space, there is a growing need to develop a high level of foreign language communicative competence, not only for philologists but also for specialists in non-linguistic fields. Knowledge of a foreign language, particularly English, is becoming an essential component of professional mobility, competitiveness, and successful career realization in many fields of activity. However, traditional forms of education do not always ensure an adequate level of language proficiency oriented toward real communication in an authentic environment.

Against this background, the use of video materials as a comprehensive didactic tool gains particular relevance. By combining visual, auditory, and contextual elements, they enhance listening skills, enrich vocabulary, build sociocultural awareness, and increase student motivation. The significant sociocultural, linguistic, and communicative potential of authentic video recordings makes them an indispensable tool for teaching foreign language communication. Furthermore, video materials allow for modeling real-life communication scenarios, demonstrating authentic speech patterns, incorporating non-verbal elements, and fostering critical thinking.

Analysis of recent research and publications. The integration of audiovisual resources into foreign language pedagogy has been a focal point of scholarly inquiry for several decades. Theoretical and methodological foundations for utilizing media content in the classroom have been extensively explored by both domestic and international researchers. Specifically, the foundational roles of communicative language teaching and student engagement via media were established in the works of Harmer and Scrivener. In the context of language acquisition dynamics, J. Brinton and C. Canning-Wilson contributed significantly to analyzing the cognitive advantages of combining visual and auditory channels, demonstrating that multimodal input accelerates vocabulary retention and context comprehension. Furthermore, the technical and structural classification of educational video resources was thoroughly investigated by Shrosbree, while the integration of modern digital media tools into distance frameworks has been addressed in contemporary studies by domestic researchers such as Kravchenko, Morska, and Zhuchenko.



However, despite the extensive coverage of video-based instruction in traditional classrooms, the strategic deployment of authentic video materials within distance learning environments requires a fresh, critical reassessment. The rapid transition to digital education during the pandemic and the ongoing challenges within the Ukrainian educational system during the war have fundamentally altered instructional delivery. Most previous studies focus either on general philological students or purely classroom-based tasks, leaving a significant gap regarding the specific needs of higher education learners in non-linguistic fields (non-linguistic majors) within virtual learning management systems. As Mostepan rightly points out, the methodology of working with video in higher education is frequently reduced to passive viewing, followed merely by mechanical summaries or short essays, which severely limits its pedagogical and communicative potential. Therefore, developing a comprehensive, structured system of interactive online tasks distributed across explicit instructional stages remains a highly relevant and unresolved dimension of this educational problem.

The aim of this study is to analyze the features of using authentic video materials to develop intercultural English communicative competence, identify their positive and negative aspects, and develop recommendations for optimizing their use in teaching and learning English.

Presentation of the main material. Developing the foreign language communicative competence of non-linguistic majors is a complex process that encompasses not only linguistic skills but also the sociocultural, strategic, and discursive abilities necessary for effective intercultural interaction. Within this framework, audiovisual tools serve as a powerful didactic instrument that models an authentic speech environment. Due to the natural discourse found in feature films, television programs, video blogs, and educational series, learners experience live speech in context. This fosters not only listening comprehension but also an understanding of communicative strategies, intonational patterns, rhythm, and non-verbal components of communication [1].

The effective development of foreign language communicative competence relies heavily on the integration of authentic content, with audiovisual tools holding a leading position. In scholarly literature, video materials are defined as any screen-based resource (films, television programs, specialized video courses, or media clips) demonstrated for educational purposes through digital technologies. Within this framework, authentic video materials serve as a core element of language instruction because they offer real, live language practice. The defining characteristic of authentic video materials lies in their origin: they are original linguistic resources created specifically for communication among native speakers, rather than being artificially adapted for pedagogical purposes [2].



In examining this toolkit, J. Harmer notes [3] that video materials stimulate students' cognitive activity by simultaneously combining visual, auditory, and emotional information. Furthermore, multimedia content plays a vital role in fostering learning motivation; authentic storylines, realistic scenarios, and engaging characters encourage learners to immerse themselves in the target language environment. Compared to traditional text-based materials, video evokes a stronger emotional response and ensures higher levels of engagement. This, in turn, optimizes the retention and long-term recall of lexical units, idioms, and grammatical structures, significantly increasing the overall efficiency of language acquisition.

In addition to analyzing these cognitive and motivational benefits, J. Harmer proposes the following classification of video materials:

a) off-air programs: content recorded from television channels. Some of these programs can be quite challenging for students to comprehend, particularly due to the use of various regional accents;

b) real-world videos: feature films or documentaries used in the educational process, which require careful selection regarding topic and complexity to ensure their instructional appropriateness;

c) language learning videos: materials specifically designed for educational purposes. Their primary advantage is that they are tailored to students' particular language proficiency levels, though they may occasionally lack quality or authenticity, which necessitates a rigorous selection process.

Let us consider the primary advantages of utilizing authentic video materials. First and foremost, they reflect a wide variety of communicative situations, employing up-to-date vocabulary, idioms, phrasal verbs, and real-world language realities. Such materials help future specialists familiarize themselves with various accents and speech variants, which is an essential aspect of foreign language communicative competence.

A significant advantage of video resources lies in the seamless integration of audio and visual channels. In this regard, C. Canning-Wilson notes [4] that the opportunity to see the speakers and their body language provides a tremendous benefit for listeners. Video ensures not only auditory perception but also visual representation, making it easier to acquire new vocabulary by observing the speaker's body language, gestures, or facial expressions.

Furthermore, authentic video materials possess a profound cultural context that expands linguistic knowledge and enhances the understanding of language-specific cultural nuances. They offer students a unique opportunity to explore the culture, traditions, customs, and lifestyle of native speakers. This allows learners not only to refine their language skills but also to broaden their worldview and deepen their grasp of the cultural context embedding the language.



Finally, the use of authentic video materials significantly enhances listening comprehension skills. Learners are provided with the opportunity to engage with real-life speech rates, identify core ideas, grasp the overall context, and extract additional information from situational cues, gestures, and facial expressions.

Equally important is the role of video in developing students' sociocultural competence. As D. Crystal emphasizes [5], video materials serve as a means of both linguistic and cultural learning. By viewing video content that reflects the realities of life in the target language countries, students become familiar with cultural norms, traditions, and behavioral models. M. Byram [6] further highlights this intercultural orientation of audiovisual tools, noting that intercultural competence is an integral component of communicative competence. Its development should occur through the analysis of cultural phenomena presented in the video, comparison with the native culture, and the cultivation of empathy and tolerance, thereby fostering deeper cross-cultural understanding.

Another significant advantage of utilizing video materials is the development of critical thinking and analytical skills through content-based discussion. Working with video resources frequently involves collaborative pair or group tasks, such as discussing what was viewed, analyzing complex situations, simulating dialogues, or conducting role-plays. This approach not only stimulates cognitive analysis but also enhances interpersonal interaction skills, leading to a better understanding of the cultural nuances inherent in the linguistic behavior of native speakers [7].

Based on the comprehensive theoretical insights and pedagogical evidence discussed above, the practical application of authentic video materials can be systematically categorized into specific functional impacts on the linguistic competence of future specialists [8]. Namely, it actively drives progress in the following key dimensions:

1) *Speech and pronunciation*: video materials provide an opportunity to observe real-life communication and practice oral skills. They can model various regional accents and phonetic patterns, helping learners improve their pronunciation through natural imitation;

2) *Listening comprehension*: authentic videos help students develop their auditory skills, allowing them to distinguish nuances in pronunciation, intonation, and speech tempos, which enhances listening skills under real-world conditions;

3) *Grammar and vocabulary*: these resources serve as an excellent tool for expanding linguistic repertoires, as they offer contextualized examples of authentic grammatical structures, contemporary idioms, and vocabulary in action;

4) *Cultural competence*: authentic video materials significantly broaden students' knowledge regarding the lifestyle and history of English-speaking countries. By providing a visual representation of cultural aspects – such as



customs, traditions, and everyday routines – videos help learners grasp the cultural context of the language, ultimately fostering tolerance and cross-cultural empathy.

Utilizing authentic video materials in the context of distance foreign language learning involves distinct practical aspects that must be considered for its successful implementation [8]. Below are several key recommendations for leveraging authentic video resources as a means of developing the foreign language communicative competence of future specialists within digital learning environments:

1) *Selection of video materials*: It is essential to select video content that strictly aligns with the age group, cognitive maturity, and language proficiency level of higher education learners. The materials must be engaging, highly relevant, and directly support the primary professional learning objectives. Furthermore, instructors should actively diversify the content to allow future specialists to familiarize themselves with various genres, functional styles, and communicative contexts.

Practical examples include:

- **Genre Diversification**: Incorporating a balanced mix of short documentaries, TED Talks, corporate interviews, product pitches, and industry-specific news reports rather than relying solely on feature films.

- **Authentic Language Exposure**: Selecting video resources that feature speakers with various regional and international accents, preparing students for real-world global communication.

- **Thematic Filtering**: Curating media content where the vocabulary directly mirrors the professional field of the students (e.g., agricultural, economic, or technological topics for non-linguistic majors).

2) *Instructional stages (Pre-viewing, While-viewing, and Post-viewing)*: The effective utilization of video materials is heavily contingent upon proper methodological scaffolding; without systematic didactic processing, video content may have a limited impact on language proficiency development. Therefore, it is critical to ensure a structured workflow across three key instructional stages, mapping out explicit tasks for higher education learners at each phase:

A) **Pre-Viewing (Preparatory) Stage**: This phase aims to activate students' background knowledge, introduce essential vocabulary, complete preparatory exercises, and set the thematic context. Examples of practical tasks for this stage include:

- *Predict the topic*: Look at the title of the video. What do you think it will be about?
Brainstorm vocabulary: In pairs, list as many words related to the topic of the video as you can.



- *Discuss a question related to the theme:* Based on the title, what do you think is the main problem discussed here, and how does it relate to your field of study?

- *Vocabulary matching task:* Match the terms with their definitions before watching the video.

B) While-Viewing (Main) Stage: This phase involves watching the video while simultaneously performing targeted tasks. The objective is to develop listening comprehension skills and keep students focused on grasping both the general content and specific information. Tasks that can be implemented during this stage include:

- *True/False or Multiple Choice questions:* Answer the following questions while watching the video. Choose the correct variant or say if the statement is true or false.

- *Complete the gaps:* While watching the video, fill in the blanks in the transcript.

- *Note-taking:* Take brief notes on key facts, figures or arguments mentioned in the video.

- *Identify specific information:* What are the three main causes or factors behind the central issue mentioned by the speaker in the video?

C) Post-Viewing (Final) Stage: This phase focuses on verifying comprehension, consolidating newly acquired vocabulary, developing students' oral and written speech, and stimulating critical thinking [9]. Examples of assignments for this stage include:

- *Group discussion:* Do you agree with the points made in the video? Why or why not?

- *Role-play or debate:* Role-play a situation where you are presenting the video's topic to an international conference.

- *Summarize the video:* Write or present a short summary of the video in your own words.

- *Problem-solving task:* Based on the issue presented in the video, suggest a solution or create an action plan.

3) *Vocabulary integration:* Active dictionary and lexical work should be systematically embedded into video-based assignments to ensure long-term retention. Instead of passive memorization, future specialists should engage in contextualized and interactive vocabulary tasks using digital platforms (e.g., Quizlet, Kahoot, or Miro).

Practical examples include:

- *Word Mapping:* Create a digital mind-map grouping new professional terms by sub-topics found in the video.



- *Contextual Guessing*: Watch a short clip, isolate three professional jargon units, and deduce their meanings from the situational context before checking a dictionary.

- *Collocation Hunt*: Identify and list verbs or adjectives that naturally combine with the core keywords used by the speaker.

4) *Development of post-viewing tasks*: Following the video, it is crucial to introduce creative, production-oriented tasks aimed at enhancing communication skills and professional reasoning. These tasks must simulate real-world professional scenarios rather than abstract exercises.

Practical examples include:

- *The "Silent Movie" Technique (Voice-over)*: Students watch a 1-minute video clip with the sound muted and work in pairs to dub the video, applying newly acquired professional vocabulary.

- *Professional Video Review*: Write a brief 150-word analytical commentary or review evaluating the core thesis of the video for a digital corporate blog.

- *The Mock Interview*: One student acts as a journalist or HR manager, while another plays the role of the expert from the video, discussing the practical solutions to the highlighted issue.

5) *Interactivity and collaboration*: The utilization of authentic video materials in distance learning must be supported by active collaborative frameworks. Instructors should actively leverage virtual breakout rooms and shared online documents to facilitate cooperative learning and peer interaction.

Practical examples include:

- *Breakout Room Debates*: Divide the class into two opposing teams to debate a controversial issue raised in the video (e.g., Team A supports the speaker's view, Team B opposes it).

- *Jigsaw Viewing*: Different student groups watch different short segments of a video and then gather in a main virtual room to piece the full story together through oral sharing.

- *Collaborative Action Plans*: Working in groups of three on Google Docs, students synthesize the video data to outline a 5-step strategic action plan for a hypothetical company.

6) *Reflection and self-assessment*: Upon completing work with an audiovisual resource, dedicating structured time to student reflection is vital for developing metacognitive skills and learning autonomy. This helps learners transform passive viewing into a conscious educational tool.

Practical examples include:

- *The "3-2-1" Reflection Framework*: Students fill out a quick digital form or write in the chat: *3 new professional words they learned, 2 interesting facts they discovered, and 1 question they still have.*



- Self-Assessment Checklists: Learners complete a short rubric evaluating their own listening comprehension progress (e.g., “I understood 80% without subtitles,” “I need to work on fast speech rates”).
- Digital Learning Logs: Keep a shared cloud journal where students track their linguistic growth, notes on various regional accents, and personal difficulties encountered during autonomous video viewing.

However, implementing authentic video materials within distance English language learning environments does not solely offer pedagogical advantages; it also requires a profound understanding of specific challenges and limitations [9], namely:

1) *Linguistic and phonetic complexity*: Authentic videos often feature rapid speech rates, diverse regional accents, complex grammatical structures, and culture-specific idioms that pose a significant barrier for higher education learners across varying proficiency levels. Furthermore, the frequent absence of subtitles requires instructors to provide additional scaffolding. Instructors must be prepared to actively support students in decoding these elements by designing pre-viewing and while-viewing tasks that facilitate vocabulary and structural acquisition.

2) *Technical limitations and content accessibility*: A prominent challenge in digital environments involves the digital divide, including unstable internet connectivity and restricted access to necessary hardware or specialized platforms. Additionally, since authentic media content is dynamic and constantly updated, instructors face the continuous task of filtering digital resources. This requires monitoring contemporary web platforms, social networks, and streaming databases to source relevant, high-quality material that stimulates active student engagement.

3) *Demands on instructor preparation and professional development*: Leveraging authentic audiovisual tools successfully necessitates meticulous pre-class planning. Instructors must thoroughly analyze the video content beforehand, anticipate potential comprehension bottlenecks, and develop targeted tasks for each instructional stage. Consequently, this methodology demands ongoing professional development. Instructors must continuously refine their digital and pedagogical competencies by participating in professional webinars, training workshops, and peer networks to exchange digital resources and innovative teaching strategies. Continuous self-reflection and professional self-assessment are equally critical to identifying the strengths and weaknesses of one's instructional delivery and making timely pedagogical adjustments [10].

Given these practical aspects, authentic video materials can serve as an effective instrument for developing the foreign language communicative competence of future specialists [11]. Engaging with such resources encourages learners to cultivate autonomy, unleash creativity, and actively apply the language



across diverse contexts – all of which are vital components for success in their future careers [12].

Summarizing the aforementioned arguments, it is evident that the overall efficacy of utilizing audiovisual resources to develop the foreign language communicative competence of higher education learners depends heavily on the strict adherence to a set of interconnected didactic, psychological, pedagogical, and methodological requirements:

1) *Authenticity of media content*: Audiovisual resources must accurately reflect real-world language situations characteristic of intercultural professional interaction. Presented primarily by native speakers and embedded with diverse sociocultural contexts, such content facilitates natural auditory perception, helps students adapt to fluent speech rates, and broadens their linguacultural repertoire.

2) *Alignment with language proficiency levels*: Video content must carefully match the current language proficiency of the learners, ensuring a gradual increase in lexical, grammatical, and phonetic complexity. This structured progression prevents cognitive overload and sustains positive academic motivation.

3) *Professional and vocational orientation*: It is critical that the selected media resources directly correspond to the future professional activities of the students. This interdisciplinary link enhances learner engagement, positioning the foreign language as a functional tool for professional realization.

4) *Systematic methodological support*: Video integration must be accompanied by explicit tasks distributed across the pre-viewing, while-viewing, and post-viewing stages. This systematic scaffolding ensures the development of all communicative competence components: linguistic, sociolinguistic, discursive, and strategic. Leveraging subtitle management, dialogue reproduction exercises, and role-plays significantly amplifies this effect.

5) *Integration of interactive technologies*: Deploying modern digital tools (such as YouTube, Quizlet, and specialized learning apps) helps establish a multimodal learning environment. This framework activates student engagement, stimulates autonomous learning, and drives critical thinking.

6) *Assessment and continuous feedback*: Every video-centric instructional loop must culminate in student reflection, collaborative discussions, and structured self-assessment. This allows instructors to evaluate the development of communicative skills and accurately calibrate subsequent educational trajectories.

Thus, the effective utilization of video materials in foreign language instruction for non-linguistic majors relies on a comprehensive synthesis of content, methodology, and psycho-pedagogical factors [13]. Properly organized pedagogical workflows with digital multimedia not only improve overall language proficiency but also foster a robust, professionally oriented foreign language communicative competence among future specialists [14].



Conclusions. In conclusion, the integration of authentic video materials serves as a highly effective and valuable instrument for developing the foreign language communicative competence of future specialists. These audiovisual tools create substantial opportunities to construct immersive communication environments and refine core linguistic skills, including listening, speaking, reading, and writing. Furthermore, they expand the cultural competence of higher education learners by contextualizing various dimensions of the global English-speaking world.

However, maximizing the pedagogical value of authentic content necessitates careful consideration of critical implementation variables. These include alignment with students' language proficiency levels and professional needs, the strategic scaffolding of subtitles, structured post-viewing discussions, and student-led reflection. Assessing the development of learners' foreign language communicative competence within video-centric frameworks can be systematically achieved through diversified evaluation methods. These encompass written and oral assessments, collaborative project work, digital portfolios, instructor observation, and student self-assessment rubrics.

Ultimately, leveraging authentic video materials in higher education marks a decisive step toward fostering comprehensive communicative capabilities. These resources drive active learning paradigms, empowering future specialists to deploy the English language fluidly across diverse professional settings. By reinforcing linguistic proficiency and intercultural empathy, authentic multimedia content prepares students for innovative digital workflows and ensures long-term success in their respective careers.

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