

DEVELOPING FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE THROUGH VIDEO MATERIALS: THEORETICAL FOUNDATIONS AND IMPLEMENTATION STAGES

Inna Ivanova

Senior Lecture, Kharkiv National Automobile and Highway University, Ukraine

e-mail: svetlova2564@gmail.com, orcid.org/0000-0002-7089-9360

Summary

The article examines the role of video materials in developing students' foreign language communicative competence within the context of increasing intercultural professional interaction. It emphasizes that modern specialists must be capable of participating effectively in international communication, which requires not only linguistic knowledge but also sociolinguistic and sociocultural awareness. Communicative competence is defined as an integral personal quality that encompasses linguistic (phonetic, lexical, grammatical), speech (listening, speaking, reading, writing), sociolinguistic, and sociocultural components.

Particular attention is paid to listening comprehension as a complex and multi-layered process based on phonetic, lexical, and grammatical skills functioning simultaneously and largely subconsciously. The article argues that audiovisual materials, especially video, play a leading role in developing these skills by combining auditory and visual channels of perception. Video reduces the artificiality of classroom learning, creates the effect of presence, and simulates authentic communicative situations relevant to students' future professional activities. Visual support facilitates comprehension, strengthens contextual inference, enhances emotional engagement, and promotes long-term retention of language material.

The study reviews recent research confirming that authentic video content increases motivation, supports cognitive involvement, and enhances linguistic intuition. It outlines three stages of working with video materials: pre-viewing, while-viewing, and post-viewing activities, each aimed at ensuring effective comprehension and the transition from receptive to productive skills.

Although video offers significant pedagogical advantages, including immersion in sociocultural context and reduced anxiety, it may also create cognitive overload if not methodically structured. Therefore, the effectiveness of video integration depends on careful selection, clear task formulation, and systematic application, ultimately contributing to the preparation of competitive specialists.

Key words: audiovisual materials, listening comprehension, authentic language environment, skills, abilities, foreign language communicative competence.

DOI <https://doi.org/10.23856/7411>

1. Introduction

In the contemporary globalized world, professional activities increasingly transcend national borders, and international cooperation is becoming common practice. Modernity requires students to become active participants in intercultural professional dialogue. Consequently, the primary aim of foreign language teaching in higher education institutions is the systematic development of communicative competence, which involves cultivating students'

ability to navigate freely the global information space and respond appropriately to the challenges posed by diverse situations directly related to their future professional activities. Adopting such an approach contributes to the preparation of highly competitive specialists for a dynamic labor market.

Foreign language communicative competence is widely recognized as an integral personal quality that includes linguistic competence (orthographic, phonetic, lexical, grammatical), speech competence (reading, listening, speaking, and writing), sociolinguistic competence (understanding how language functions in specific social contexts beyond the conventional rules) and sociocultural competence (the ability to navigate correctly the cultural context of the target language, taking into account behavior norms, traditions, and social stereotypes to avoid misunderstandings in communication). Thus, the formation of students' communicative competence goes beyond the scope of basic linguistics, covering sociolinguistic and sociocultural aspects of life to enable effective interaction. To adapt the foreign language to real-life formal and informal communication contexts, it is essential to simulate social situations through methods such as role-playing, dialogues, cooperative and project-based learning as well as by using authentic materials (audio/video recordings with native speakers, podcasts, social networks) to train listening and speaking skills in realistic communicative environments.

Particular attention should be paid to the use of video materials in the process of forming foreign language communicative competence, as they address a major limitation of traditional classroom learning – its artificiality. It is worth noting that the visualization of the context ensures the transition from abstract study of language units to mastering socio-professional behavioral patterns. Video can help transform the classroom into an interactive space for practicing real-life scenarios relevant to a specialist's future career, serving as a model of the professional environment. The visual sequence is perceived by the eyes holistically and provides a cognitive framework that supports subsequent reproductive and productive language activities.

In contrast to audio recordings, video creates the illusion of immediate presence, which reduces the psychological barrier when transitioning to role-playing. Students are not limited to mechanically repeating lines. They also adopt the intonational features of speech, dynamics of interaction, facial expressions, gestures, behavioral patterns of characters and communication strategies. The sense of presence evokes an emotional response that facilitates better retention of the material. When students observe the characters' live reactions, the educational content ceases to be an abstract set of rules and becomes part of their personal experience (*Kaliberda et al., 2023*).

Moreover, the visual sequence provides the opportunity to interpret the context of a communicative situation. It is important to highlight that when learning occurs in a context closely approximating real-life conditions, students gradually begin to use the language as a tool for solving specific practical tasks, feeling more confident due to the presence of visual cues.

2. Review of recent research and publications

Recent studies show that the implementation of audiovisual tools enhances students' communicative competence by immersing them in authentic language environments and natural communication contexts. The use of video materials promotes the integration of lexical, grammatical, and pragmatic aspects of speech, activates students' cognitive engagement, and increases motivation for language learning. Additionally, audiovisual content provides authentic language input, facilitating the development of listening comprehension skills at a natural pace within a sociocultural context of communication.

Ukrainian researchers M. Ryzhenko, O. Anisenko, and O. Hnatysheva consider video materials as a didactic tool that not only conveys educational content but also ensures interactive engagement during its processing. This positively impacts the effective formation of students' foreign language competencies. A key parameter in selecting content for foreign language classes is its compliance with the principle of authenticity, as original materials ensure high-quality language training (Ryzhenko et al., 2022).

According to O. Romanova and O. Mudryk, the use of video content in the educational process serves as a significant cognitive catalyst. The combination of theoretical material with visual aesthetics and emotional subtext forms an effective basis for intensifying the acquisition of foreign language structures. A considerable number of scholars share this perspective. The brain retains information that evokes feelings much more effectively. In light of this, a student memorizes not merely an isolated lexical unit, but the communicative moment in which it is articulated, together with the character's facial expressions and intonation patterns. The emotional experience of a scene creates a strong association, allowing the word to move from passive vocabulary to active use (Romanova et al., 2020).

T. Riabokuchma and A. Horbachenko emphasize that video materials represent an exceptionally effective instrument for the development of listening comprehension skills among university students as visual support substantially facilitates the perception and processing of a foreign language. The synergy of audio and visual input enables students to better understand the content of what they hear, even when certain words or expressions remain unclear. Such a multimodal approach enhances contextual inference and compensatory strategies in the process of language acquisition. Consequently, video content becomes an indispensable instructional tool in working with students of both language-related and non-language specialties across various levels of language proficiency (Riabokuchma et al., 2021).

As Ya. O. Pavlishcheva observes, the systematic and sustained practice of viewing films in a foreign language contributes to the development of linguistic intuition understood as the capacity to subconsciously discern the appropriateness of grammatical structures and lexical collocations without explicit analytical reflection. Thus, students learn to comprehend linguistic units directly within the context of their functioning, gradually reducing their reliance on dictionaries and developing greater autonomy in language processing and interpretation (Pavlishcheva., 2020).

O. Mudryk argues that incorporating video materials into teaching significantly enhances educational quality by fostering a more dynamic and content-rich environment. Such resources impart a clear communicative purpose to lessons, allowing students not only to analyze linguistic material but also to observe its functioning in a natural language setting. Video can be conceptualized as a window into lived reality: it transmits both linguistic norms and cultural codes embedded within communicative practice (Mudryk, 2020).

Margaret Ellan, an English author of the methodological manual *Teaching English with Video*, emphasizes that video viewing in foreign language classes activates two levels of stimulation. The first is external, driven by the captivating plot of the video itself. The second is internal, emerging as students recognize their own ability to comprehend the foreign language. This experience provides satisfaction, enhances their confidence, and encourages them to move forward (Ellan, 1991).

It is noteworthy that the rapid development of information technologies has naturally sparked a scientific debate concerning the role of video in the educational process. Two decades ago, access to authentic content was limited. In contrast, contemporary educators have the opportunity to utilize an extensive repository of video resources, allowing students to immerse

themselves in an authentic environment without the necessity of traveling abroad. Currently, some scholars emphasize the unique advantages of visualization for developing communicative skills, while others warn against oversaturation and stress the need for a methodically balanced approach to integrating the potential of video for the effective formation of speech competencies.

3. Presenting the main material

Within the framework of foreign language learning, video is conceptualized as a multimedia means of presenting information that combines visual and auditory elements, thereby creating an effect of presence and demonstrating a holistic system of social interaction. This format converts passive acquisition of vocabulary and grammatical structures into a real experience of observing communicative situations involving native speakers (*Karpenko, 2023:129*). It is important to note that many scholars consider the lack of direct immersion in an authentic environment as one of the key obstacles to mastering a foreign language. For this reason, the integration of video content into the educational process acquires particular significance, as video materials can partially simulate such an environment and provide exposure to authentic speech patterns.

For successful communication, it is vital that each participant is able not only to express their own thoughts but also to perceive accurately the information conveyed by their interlocutors. That is why listening comprehension is a key component in the development of foreign language communicative competence. Listening is regarded as a complex type of speech activity that relies on a series of interrelated skills ensuring rapid and accurate perception of spoken language (*Huzynina, 2021:250*). These skills work primarily on a subconscious level, enabling the listener to correctly interpret the content of what is heard without focusing on the analysis of its individual elements.

Scholars (*Harmer, Mudryk, Podoliak, Stadnii, Zozulia*) distinguish three fundamental groups of skills that are implemented simultaneously:

- *phonetic skills*

They involve the capacity to automatically differentiate the components of the sound system of speech, which forms the basis for understanding the meaning of any utterance. At the same time, a person's cognitive resources are freed up, for example, for constructing their own response. Well-developed phonetic skills also contribute to adherence to orthoepic norms.

- *lexical skills*

As is known, the larger the vocabulary, the better the lexical skills are formed and, accordingly, the faster the connections between sound and meaning are activated. It is highly beneficial when a person instantly correlates heard words with their meanings without resorting to prolonged deliberations or translation, since translation into the native language makes it impossible to keep up with the pace of speech.

- *grammatical skills*

When perceiving information by ear, a person must process grammatical constructions reflexively, understanding how individual parts of the sentence are interconnected. A complete awareness of grammatical patterns allows focusing on the overall context and hidden implications of the utterance.

Given the above, it can be argued that listening represents a multi-layered process that combines grammatical, lexical, and phonetic skills. Their systematic development ensures full participation in communication by acquiring the ability to perceive and process spoken information effectively.

A leading role in the formation of phonetic, lexical, and grammatical skills is played by audiovisual aids, which ensure the synergy of speech perception. When watching video materials, visual and auditory channels of information input are used together, allowing students to simultaneously practice listening and correlate what they hear with the visual sequence (*Leshchuk et al., 2025:46*). Particularly significant is the fact that visual support greatly facilitates the comprehension of foreign language speech. In everyday communication, a substantial portion of information is conveyed through nonverbal means, so visual perception (setting, actions, emotions) is often difficult to substitute with words alone. By using video, the teacher activates the mechanism of perceptual learning, when the student's brain constantly matches the audio track with the picture. The essence is that the eye helps the ear: the student sees the situation on the screen; the brain organizes the heard information more easily and retains it faster. Information reinforced by vivid visual imagery remains in long-term memory far longer than material presented exclusively in a traditional textbook format.

The use of video materials in foreign language classes opens up broad didactic opportunities for the teacher. First and foremost, video makes it possible to create an artificial foreign language environment which, in several respects, surpasses the natural one, as it features a clearly structured and methodologically well-designed framework adapted to specific educational objectives (*Rybalka, 2021:237*). Video content contributes to the intensification of the learning process, with information arriving simultaneously through two perception channels, which aligns with the human ability to remember material in the context of emotions and visual images. It is worth emphasizing that video materials make foreign language learning more engaging, emotionally rich and convincing, thereby increasing students' motivation and encouraging active communication in the target language. A live image provokes a spontaneous desire to speak, to express their opinion, to argue. Additionally, the use of appropriately selected video clips enables flexible assessment of how well students have assimilated the learning material. Sometimes, simply by observing how students react while watching a video and completing related tasks, the teacher can accurately identify gaps in knowledge and promptly adjust the educational process (*Rybalka, 2021:238*).

Among the variety of video materials, educational films stand out. These are specially designed audiovisual teaching tools that combine different types of visual aids and are characterized by a strong emotional impact. Such videos are intended to model natural communicative situations and facilitate the effective acquisition of foreign language material. However, despite their methodological value and emotional richness, specially created educational films are somewhat limited compared to authentic video materials in terms of the range of language patterns they offer. Authentic videos present the speech of native speakers in its stylistic, dialectal, and social diversity, along with nonverbal communication and cultural realities within a natural context. This helps develop more flexible communicative skills by creating an immersive experience in the target language culture (*Zozulia et al., 2022*). Sources for this content may include feature and documentary films, animated movies, television programs, series, interviews, video blogs, podcasts, social advertisements, and news reports, all of which represent authentic speech in diverse communicative situations.

Analysis of scientific studies indicates that immersion in a virtual, yet realistic environment reduces anxiety levels. Students gradually become accustomed to the sound of authentic language in various acoustic conditions, which is important for their future professional activities (*Anisenko, Hnatysheva, Huzynina, Konoplianyk, Kovalenko*). A kind of habituation effect begins to take place, making real conversations with foreigners no longer trigger a stressful state.

The stages of working with video materials can be considered in the following sequence: pre-viewing activities, while-viewing activities, and post-viewing activities.

The goal of the first stage is to create the necessary foundation for effective video comprehension. It is designed to immerse students in the emotional and semantic atmosphere of the film, motivate them to watch, and remove potential difficulties to ensure the successful completion of subsequent tasks. Therefore, during the pre-viewing stage, it is essential to briefly discuss the title of the video, explain key vocabulary items, and comment on unfamiliar grammatical structures that appear in the video. Equally important is to focus students' attention on proper nouns, cultural features and the setting of the action, as this helps avoid cognitive dissonance and facilitates a better understanding of the context

In scientific and methodological literature, the second stage of working with video material is considered the core one. as it is during this stage that direct perception and comprehension of information take place. The aim of the while-viewing stage is, firstly, for students to grasp the content of the video and, secondly, to further develop linguistic, communicative, and sociocultural competencies. The video clip demonstration is always accompanied by active learning activities through the completion of specially designed exercises. Depending on the complexity of the material, at least two cycles of work with the video are determined:

- *initial viewing* – to gain a general understanding of the plot and to answer basic questions;

- *detailed viewing* – for thorough content analysis with logical pauses, during which students perform tasks that allow them to discuss events, clarify details, and understand the implicit messages.

The goal of the third stage is to use the information obtained while watching the video to further develop productive skills and improve both oral and written language abilities. During the post-viewing stage, there is a transition from receptive (listening and comprehension) to productive (speaking, writing) types of speech activities. The final stage focuses on developing skills such as interpreting and summarizing what has been seen, observing the norms of speech behavior, and using linguistic means correctly in accordance with communicative conditions. To achieve maximum effect, various types of exercises are employed to stimulate language activity: discussions, role-playing games, writing reviews or character sketches, and other creative tasks (Konoplianyk et al., 2006). In addition, returning to the vocabulary or plot of the video in subsequent lessons is beneficial, as it helps reinforce the material more reliably in long-term memory (Allan, 1991:38).

Based on practical experience, it should be noted that the use of video materials in foreign language classes has both undeniable advantages and certain drawbacks that must be taken into account when arranging the educational process. Logically, the advantages should be examined first. Unlike conventional audio text, video provides students with both auditory and visual information. Students can simultaneously perceive speech by ear and observe the speakers' facial expressions, gestures, and emotional states, which constitute an essential component of natural communication. Furthermore, video offers a broader context for perceiving information: students gain insights into the setting of events, the age and appearance of communication participants, and other sociocultural details, which contribute to deeper comprehension and the development of intercultural competence. At the same time, this informational richness may hinder effective learning by creating additional cognitive loads. An abundance of visual details can distract students from focusing on listening comprehension. There is a risk that students may become absorbed in watching the images, which may negatively affect the quality of listening (Ryzhenko et al., 2022). For this reason, it is crucial that before working with a video,

students are provided with a clearly formulated task on which they are expected to concentrate. A predefined objective helps prevent the dispersion of attention and ensures more focused engagement with the material.

4. Conclusions

Thus, there are sufficient grounds to assert that the professional training of specialists requires the development of foreign language communicative competence as an integral personal quality that combines linguistic, speech, sociolinguistic, and sociocultural components. Analysis of scientific and methodological sources along with generalization of practical experience confirms that the integration of video materials into foreign language learning effectively implements the competency-based approach. Video content enables the simulation of an authentic language environment, facilitates integration of phonetic, lexical, and grammatical skills into a holistic listening mechanism, evokes emotional response, activates students' verbal-cognitive activity, reduces psychological barriers, and boosts motivation for language learning. At the same time, video effectiveness depends on a methodologically sound approach to organizing the work. The contemporary development of information technologies opens up virtually unlimited access to authentic video content. As a result, the purposeful and systematic use of video materials makes it possible to transform the classroom into an interactive space for practicing real-life professional scenarios, which, in turn, is a key factor in preparing competitive specialists.

References

1. Allan, M. (1991), *Teaching English with Video*. Longman.
2. Harmer, J. (2000), *How to Teach English*. Longman.
3. Huzynina, T. (2021). *Osoblyvosti vykorystannia videomaterialiv u protsesi navchannia anhliiskii movi u vyshchyykh viiskovykh zakladakh osvity [Peculiarities of using video materials in the process of teaching English in higher military educational institutions]. Aktualni pytannia humanitarnykh nauk. Vyp. 35, tom 2. 248–253. [in Ukrainian] DOI <https://doi.org/10.24919/2308-4863/35-2-38>*
4. Kaliberda, N., Osadcha, O. (2023). *Intehratsiia avtentychnykh videomaterialiv iz subtytramy u protses formuvannia inshomovnoi leksychnoi kompetentsii studentiv tekhnichnykh spetsialnostei [Integration of authentic video materials with subtitles into the process of forming foreign language lexical competence of students of technical specialties]. Aktualni pytannia humanitarnykh nauk. Vyp. 67, tom 1. 302–308. [in Ukrainian] DOI <https://doi.org/10.24919/2308-4863/67-1-47>*
5. Karpenko, H. M. (2023). *Rol filmiv u formuvanni inshomovnoi komunikatyvnoi kompetentnosti shkolariv [The role of films in the formation of foreign language communicative competence of schoolchildren]. Akademichni studii. Seriya: Pedahohika. Vyp. 1. 128–132. [in Ukrainian] DOI <https://doi.org/10.52726/as.pedagogy/2023.1.19>*
6. Konoplianyk, L.M., Kovalenko, O. O. (2016). *Vykorystannia avtentychnykh videomaterialiv dlia formuvannia inshomovnoi profesiinoi komunikatyvnoi kompetentnosti maibutnikh inzheneriv [The use of authentic video materials for the formation of foreign language professional communicative competence of future engineers]. Visnyk Natsionalnoho aviatsiinoho universytetu. Seriya: Pedahohika, Psykholohiia. № 9. 90–96. [in Ukrainian] DOI: <https://doi.org/10.18372/2411-264X.9.12412>*

7. Leshchuk, H., Stefanchuk, B. (2025). *Audiovizualnyi metod u navchanni inozemnykh mov [Audiovisual method in teaching foreign languages]*. *Naukovyi visnyk Uzhhorodskoho universytetu. Serii: Pedagogika. Sotsialna robota. №2 (55)*. 44–48. [in Ukrainian] DOI: 10.24144/2524-0609.2024.55.44-48

8. Mudryk, O.V. (2022). *Osoblyvosti vykorystannia informatsiinykh videotekhnolohii pid chas vyvchennia inozemnoi movy [Peculiarities of using information video technologies in foreign language learning]*. *Pedagogika formuvannia tvorchoi osobystosti u vyshchii i zahalnoosvitnii shkolakh. Vyp. 80, tom 2*. 87–91. [in Ukrainian] DOI <https://doi.org/10.32840/1992-5786.2022.80.2.16>

9. Pavlishcheva, Ya. O. (2020). *Osoblyvosti ta efektyvnist vykorystannia videoresursiv u vyvchenni inozemnoi movy [Peculiarities and effectiveness of using video resources in foreign language learning]*. *Molodyi vchenyi. № 6 (82)*. 340–344. [in Ukrainian] DOI: <https://doi.org/10.32839/2304-5809/2020-6-82-68>

10. Podoliak, M. (2024). *Vykorystannia videokhostynhu Yutub pry vyvchenni inozemnoi movy [The use of YouTube video hosting in foreign language learning]*. *Seriia: Osvita. Innovatyka. Praktyka, № 12 (7)*, 85–89. [in Ukrainian] DOI: 10.31110/2616-650X-vol12i7-012

11. Riabokuchma, T.O., Horbachenko, A.L. (2021). *Zastosuvannia avtentychnykh videomaterialiv u protsesi vyvchennia inozemnoi movy dlia zabezpechennia efektyvnoho opanuvannia navychok slukhnannia zdobuvachamy vyshchoi osvity [The use of authentic video materials in the process of learning a foreign language to ensure effective mastering of listening skills by higher education students]*. *Naukovyi chasopys NPU imeni M. P. Drahomanova. Serii 5. Pedagogichni nauky: realii ta perspektyvy. Vyp. 79, tom 2*. 90–94. [in Ukrainian] DOI <https://doi.org/10.31392/NPU-nc.series5.2021.79.2.19>

12. Romanova, O. O., Mudryk, O. V. (2020). *Vykorystannia videomaterialiv na zaniattakh z inozemnoi movy [The use of video materials in foreign language classes]*. *Naukovyi chasopys NPU imeni M. P. Drahomanova. Serii 5. Pedagogichni nauky: realii ta perspektyvy. Vyp. 77*. 176–180. [in Ukrainian] DOI <https://doi.org/10.31392/NPU-nc.series5.2020.77.39>

13. Rybalka, N. V. (2021). *Dydaktyka roboty z videomaterialamy u protsesi vyvchennia nimetskoï movy [Didactics of working with video materials in the process of learning German]*. *Visnyk universytetu imeni Alfreda Nobelia. Serii: Pedagogika i psykholohiia. Pedagogichni nauky. № 1 (21)*. 236–241. [in Ukrainian] DOI: 10.32342/2522-4115-2021-1-21-27

14. Ryzhenko, M., Anisenko, O., Hnatysheva, O. (2022). *Vykorystannia avtentychnykh videomaterialiv dlia rozvytku navychok audiiuvannia pry vyvchenni inozemnoi movy u VNZ [The use of authentic video materials for the development of listening skills in foreign language learning at higher educational institutions]*. *Aktualni pytannia humanitarnykh nauk. Vyp. 54, tom 2*. 267–271. [in Ukrainian] DOI <https://doi.org/10.24919/2308-4863/54-2-41>

15. Zozulia, I. E., Stadnii, A. S., Slobodianiuk, A. A. (2022). *Audiovizualni zasoby navchannia v protsesi formuvannia inshomovnoi komunikatyvnoi kompetentnosti [Audiovisual teaching aids in the process of forming foreign language communicative competence]*. *Vyklydannia mov u vyshchykh navchalnykh zakladakh osvity na suchasnomu etapi. Mizhpredmetni zviazky. Vyp. 40*. 12–28. [in Ukrainian] DOI: <https://doi.org/10.26565/2073-4379-2022-40-01>