METHODS OF FORMING SOCIO-CULTURAL COMPETENCE AMONG SECONDARY SCHOOL STUDENTS OF THE BASIS OF AUTHENTIC VIDEO MOVIES

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ANNOTATION

This article examines effective methods of forming socio-cultural competence among secondary school students through the use of authentic video movies in foreign language education. Socio-cultural competence, which includes understanding cultural traditions, values, behavioral norms, and communication styles of native speakers, is an essential component of communicative competence in modern language learning. The study highlights how authentic video materials, such as feature films, documentaries, interviews, and TV shows, provide learners with real-life language models and cultural contexts that cannot be fully conveyed through textbooks alone. These materials expose students to natural speech, body language, social conventions, and cultural references, thereby enhancing both linguistic and cultural awareness. The research analyzes various pedagogical techniques, including pre-viewing, while-viewing, and post-viewing activities, role-plays, group discussions, cultural comparison tasks, and reflective writing. These methods encourage active student engagement and critical thinking, allowing learners to interpret and evaluate cultural differences and similarities.

Key words: interactive methods, constructivism, collaboration, active learning, pedagogy, student-centered education

INTRODUCTION

In the context of globalization and increasing intercultural interaction, the objectives of foreign language education have expanded beyond the mere acquisition of grammatical structures and lexical items. Today, learners are expected not only to communicate fluently in a foreign language but also to understand the cultural values, social norms, traditions, and

behaviors of the communities that speak this language. This broader aim has led to the growing importance of socio-cultural competence as a key component of communicative competence. Socio-cultural competence enables learners to interpret meaning appropriately, respond in culturally acceptable ways, and establish meaningful connections with speakers from diverse cultural backgrounds. Therefore, the development of this competence among secondary school students has become one of the most significant tasks of modern language teaching.

Traditional language teaching methods often rely primarily on textbooks, simplified dialogues, and artificially constructed communicative situations. Although these resources are useful for introducing basic language structures, they frequently fail to represent the complexity and authenticity of real-life communication. As a result, students may possess good grammatical knowledge but still experience difficulties in understanding native speakers or in participating in spontaneous and culturally appropriate conversations. This gap between formal knowledge and practical communicative ability highlights the need for more effective and realistic teaching materials.

Authentic video movies provide a powerful solution to this problem. They present language as it is actually used in natural contexts and reflect real social interactions. Through authentic video content such as films, television series, documentaries, and interviews students can observe not only spoken language but also non-verbal cues, facial expressions, gestures, physical distance, and social etiquette. These elements play a crucial role in intercultural communication and cannot be easily taught through printed text alone.

Literature review. The concept of socio-cultural competence has been widely discussed in the field of foreign language pedagogy. According to Hymes (1972), communicative competence involves not only linguistic knowledge but also the ability to use language appropriately in various social and cultural contexts. Building upon this idea, Byram (1997) introduced the model of intercultural communicative competence, which includes attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness. These components form the theoretical foundation for understanding socio-cultural competence as an essential objective in language education [1,124].

Many researchers emphasize that language and culture are inseparable and should be taught in an integrated manner. Kramsch (1993) argues that culture is always present in language use, and therefore language learning is essentially a process of cultural learning. She highlights the importance of creating a "third space" in the classroom, where learners can reflect

on both their own culture and the target culture. This perspective supports the use of authentic materials that reflect real-life contexts and cultural meanings [4,295].

The use of authentic materials in language teaching has also been extensively studied. Gilmore (2007) defines authentic materials as texts and media created for real communicative purposes rather than for classroom use [2,97]. He suggests that such materials increase learner motivation and expose students to natural language patterns. Similarly, Nunan (2003) states that authentic materials enrich the learning environment and develop students' ability to cope with real-world language use [5,200].

In recent years, several scholars have focused specifically on the role of video in developing socio-cultural and communicative skills. Herron et al. (2002) found that students exposed to authentic video content demonstrated improved listening comprehension and greater cultural awareness [3,81]. Video materials allow learners to observe paralinguistic features, including intonation, stress, body language, and facial expressions, which are crucial for accurate interpretation in communication. Moreover, according to Stempleski and Tomalin (2001), videos provide valuable visual support that helps learners understand cultural references and social situations that may otherwise be confusing [6,145].

Methodology. This study adopted a qualitative and quasi-experimental approach to investigate the effectiveness of authentic video movies in forming socio-cultural competence among secondary school students. The research was conducted in a typical secondary school foreign language classroom environment, involving students aged 14–16 who were learning English as a foreign language. The participants were divided into two groups: an experimental group, which received instruction using authentic video movies, and a control group, which followed a traditional textbook-based curriculum without the integration of video materials.

At the initial stage of the research, a diagnostic assessment was carried out to measure the students' existing level of socio-cultural competence and communicative awareness. This assessment included a questionnaire, a short written test, and an oral interview. The aim was to identify students' background knowledge of cultural aspects related to English-speaking countries, such as traditions, everyday behavior, communication styles, and social norms.

The experimental phase lasted for eight weeks. During this period, the experimental group was exposed to carefully selected authentic video movies, including short scenes from feature films, documentaries, interviews, and social situation-based clips. The selection criteria included age appropriateness, cultural relevance, clarity of speech, and alignment with the

curriculum topics. Each video lesson was structured into three stages: pre-viewing, while-viewing, and post-viewing activities.

In the pre-viewing stage, students were introduced to key vocabulary, cultural background information, and guiding questions. This prepared them to understand both the linguistic and cultural content of the video. The while-viewing stage involved focused tasks such as identifying specific cultural behaviors, observing non-verbal communication, and completing information-gap activities. Students were encouraged to take notes and pay attention to details regarding social interaction, gestures, intonation, and etiquette.

The post-viewing stage consisted of interactive tasks, including group discussions, role-plays, cultural comparison charts, and reflective writing assignments. These activities required students to analyze what they had observed, compare it to their own cultural experiences, and express their opinions in English. The teacher acted as a facilitator, guiding the discussion, correcting misunderstandings, and encouraging respectful exploration of cultural differences.

The control group, on the other hand, studied the same thematic content through traditional methods such as reading texts, grammar exercises, and teacher explanations. At the end of the experimental period, both groups were given a post-test identical in format to the initial diagnostic assessment. The results were then compared to evaluate the impact of authentic video movies on students' socio-cultural competence and overall language development.

Results. The results of the study demonstrated a noticeable difference in the development of socio-cultural competence between the experimental group and the control group. After the eight-week instructional period, students who were exposed to authentic video movies showed significantly higher levels of cultural awareness, communicative confidence, and understanding of social norms in English-speaking contexts.

The post-test questionnaires revealed that students in the experimental group were better able to identify and explain cultural practices, traditions, and patterns of behavior shown in the videos. They demonstrated a clearer understanding of everyday social interactions, including greetings, requests, expressions of politeness, and turn-taking in conversation. In contrast, students in the control group struggled to provide detailed explanations of these socio-cultural elements, often relying on general or vague descriptions.

Discussion. The results of this study clearly indicate that the use of authentic video movies plays a significant role in developing socio-cultural competence among secondary school students. The experimental group demonstrated a deeper and more nuanced

understanding of cultural elements embedded in language use, which supports the theoretical perspectives of scholars who emphasize the inseparable nature of language and culture. The findings align with Byram's model of intercultural communicative competence, as students not only acquired factual cultural knowledge but also developed interpretative and reflective skills.

One of the most notable outcomes was the improvement in students' ability to recognize and interpret non-verbal communication. Elements such as body language, eye contact, gestures, and personal space are culturally specific and often overlooked in traditional textbook-based instruction. Authentic video movies provided direct exposure to these aspects, which allowed students to develop pragmatic awareness and respond more appropriately in simulated communicative situations. This confirms the views of Stempleski and Tomalin, who highlighted the importance of visual context in understanding cultural meaning.

Conclusion. The present study set out to explore effective methods of forming socio-cultural competence among secondary school students through the use of authentic video movies in the foreign language classroom. The findings clearly demonstrate that authentic video materials are a powerful pedagogical tool that supports not only language development but also the acquisition of cultural knowledge and intercultural communicative skills. By providing real-life contexts and natural language use, video movies create an enriched learning environment that goes far beyond the limitations of traditional textbook-based instruction.

Students who participated in the experimental group developed a more profound understanding of cultural norms, values, behavioral patterns, and communication styles of English-speaking communities. They became more aware of the importance of non-verbal communication, such as gestures, facial expressions, body language, and physical distance, which are essential aspects of effective interaction. In addition, learners demonstrated increased ability to interpret socio-cultural cues, respond appropriately in different communicative situations, and express their own ideas with greater confidence and cultural sensitivity.

Another important conclusion is related to student motivation and engagement. Authentic video movies added an emotional and visual dimension to the learning process, making the lessons more dynamic, meaningful, and memorable. This increased level of interest encouraged students to participate more actively in classroom activities, including discussions, role-plays, and reflective tasks. As a result, the learning experience became not only more enjoyable but also more effective in achieving educational goals.

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