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## Formation of students' intercultural competence through foreign films. Review

**Abstract:** For the rapid development of society, it is necessary to form a new cultural image of a person who implements intercultural communication and is fluent in the latest innovative technologies. Intercultural learning is still relevant to be studied and it attracts the attention of many researchers worldwide as well as educators. The present paper explores components of intercultural competence through foreign films for forming students' competence in international communication. The process of integration into the world community and the creation of an open democratic society has set a new goal for Kazakhstan's education system - to see itself as a citizen of the world living in a certain country, not only as a representative of their own culture but also as a carrier. to bring up a capable person, to form a cultured person who has absorbed the richness of the cultural heritage of his people and the peoples of other countries, seeks mutual understanding with them and is ready to carry out interpersonal and intercultural interaction.

**Keywords:** competence, intercultural, education, students, movie, teaching.

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### Introduction

Deep socio-economic and political changes in our country are associated with the transition to an open civil society, the distinctive feature of which is the interaction of man with representatives of other countries and peoples (Kenzhebaeva et al., 2022). Information communication technology has provided human beings with unique connections to communicate with each other worldwide. It also gives great opportunities to acquire new knowledge and to be aware of the latest news happening around us. In this study, foreign films are considered a learning tool for the development of students' intercultural competence. Although the pedagogical use of films as a teaching tool for intercultural business communication is well known (Briam, 2010), research conducted on the use of films is still few in the context of intercultural education in Asia (Tzu-Chia Chao, 2013).

Intercultural education is included in the curriculum in Europe. Training intercultural skills in language teaching or cultural courses for immigrants is not meant here; intercultural education is considered to teach culture via the education system in any subject and it is provided in all subjects (Walker, 2018). The intercultural competence is seen as a relational process that contributes to building active communication to achieve mutually appropriate and effective behavior (Dalib, et.al., 2014). According to the study by Daniel Mara (2021) from the Lucian Blaga University of Sibiu in Romania, more than 85 % of respondents (teaching staff including students) participated in international educational programs where intercultural

skills have been trained. Academic exchange programs are a source of the formation of intercultural competence at universities worldwide.

Maria Polinsky, a Professor of Linguistics from Harvard University shared her factual opinions about the cognitive advantages of bilingualism on the YouTube channel in 2015 (Maria Polinsky, 2015). If we look at the history of human society, it was much more common to speak two or more languages; there has been new research about the consequences of bilingualism. Based on recent research, she convinces that bilingualism gives a human being significant cognitive advantages, especially at the age of childhood. For those, who want to learn a foreign language, it is not necessary to spend years acquiring a language. Learners should have four learning principles, says Lýdia Machová. She spoke about the secrets of learning a new language in TED Talks in 2019 (Lýdia Machová, 2021). She reveals polyglot secrets which are effective to learn in one's own way. They are enjoyment, a method, a system, and patience. If a learner enjoys learning a new language, he will create his own method and system and as well as have patience. Gracia Bareti highlighted the current issues of the education system because students are not being accurately taught about cultural competence in TED talks in 2019 (Gracia Bareti, 2021). She shares her personal experiences growing up and navigating multiple cultures. She believes that “one culture or the other” has its right to equally exist and each culture should be included in the school curriculum.

**Research problem.** There is a problem with cultural competence in education that should be addressed while teaching students because the education system is not going to tell us not everything.

**Research hypothesis.** Teaching in an intercultural context in higher education contributes to the development of students' intercultural skills and also improves the learning process in the classroom. If teaching becomes a living laboratory for students from different cultural backgrounds, as a result, students can be culturally professional and integrate easily into society

### Components of intercultural competence

The development of intercultural competence of students isn't a new category of education. The main task of intercultural education is the development of students' intercultural skills (Catarci & Fiorucci, 2015). The concept of intercultural competence is a set of skills used in combination with the intercultural environment, which creates the preconditions for the careful solution of various situations of intercultural interaction. Intercultural competence allows us to find effective solutions to problems in an intercultural context. According to Daniel Mara's study (Daniel Mara, 2021), intercultural competence includes the following components to find effective methods of adaptation in an intercultural environment: cognitive, affective, and behavioral (Table 1).

**Table 1.** Components of intercultural competence

| Cognitive component  | Affective component   | Behavioral component  |
|--|---|---|
| <ul style="list-style-type: none"> <li>- Perceiving an event in a different way;</li> <li>- interpreting an event in a different way.</li> </ul> | <ul style="list-style-type: none"> <li>- respect for others;</li> <li>- recognition;</li> <li>- openness;</li> <li>- appreciation.</li> </ul> | <ul style="list-style-type: none"> <li>- empathy;</li> <li>- tolerance for the presence of others;</li> <li>- ability to find effective methods of adaptation.</li> </ul> |

Above mentioned components were also discussed by other researchers. For instance, Tzu-Chia Chao (2013) studied a similar process of the formation of students' intercultural competence through foreign films. Features of components such as attitude, motivation, knowledge, awareness, communication strategies, and skills could be developed and trained in a deeper understanding of the cultural meanings while students were watching foreign movies. Foreign films include specific and traditional cultural information. Students could observe, describe, compare, reflect and assess the situations in the films. Table 2 describes these three components of intercultural competence based on foreign films.

Instructive-educational activities in the classroom and outside of the classroom constitute the fundamental elements of intercultural competence and also offer students to participate in intercultural events such as exchange educational programs, conference trips, exhibitions, national festivals, language

clubs, etc.). Cultural diversity is a core for developing students' cognitive and metacognitive skills and abilities (Ciolan, 2008). It aims at:

- cooperation with other students (or colleagues) to solve problems and work in multinational teams;
- establishing a common behavioral code, regarding their reactions in situations of beliefs, norms, principles, values, and divergences of opinions;
- being aware of other characteristics derived from the cultural environment such as TV programs, books, magazines, newspapers, educational Internet materials, and so on;
- observation and evaluation of others' behavior and analysis of implications on intercultural communication;
- adaption and integration in collective teamwork and in intercultural environments;
- establishing friendships and exploring different cultures;
- creation of intercultural harmonization and so on.

**Table 2.** A brief description of three components by Tzu-Chia Chao

| Components       | Features                        | Descriptions  |
|------------------|---------------------------------|---|
| <b>Affect</b>    | Attitude                        | One's emotional and psychological reactions to the diversity of culture or to interacting with people of different cultural/linguistic backgrounds  |
|                  | Motivation                      | One's willingness to communicate with people of different cultural/linguistic backgrounds. It is often affected by factors such as anxiety, stereotypes, and expectations   |
| <b>Cognition</b> | Knowledge                       | It includes culture-general, cultural-specific, and culture-hybrid information  |
|                  | Awareness                       | An ability to develop a deeper understanding of the meanings and contexts of foreign people's attitudes (e.g. dynamic and hybrid cultures) and behaviors (e.g. the varieties of English) through observation, description, comparison, reflection, interpretation, or critical evaluation |
| <b>Behavior</b>  | English proficiency             | Refers to proficiency in listening, speaking, reading, and writing  |
|                  | Communication strategies/skills | Includes one's knowledge and actual skills in producing verbal and non-verbal behaviors appropriately and effectively in intercultural contexts   |

All these abovementioned skills and abilities, which a student possesses, are components of intercultural competence and allow students to think out of the box and solve problems, which overreached the boundaries of a specific academic learning process; they also enable students to use their theoretical learning outcomes in one's own professional and personal life. Besides these components, creativity plays a key role in the human development of skills. Human creativity might influence his social environment. Without creativity, there is no human evolution (Cioca & Nerişanu, 2020). Thus, the cognitive, affective, behavioral, and creative development of students must be taken into account in education.

**Selection of films based on cultural features.** Most films have intercultural characteristics, and teachers can select those which are appropriate for their courses or contexts. To assist students in forming their intercultural competence we have proposed watching movies that portray foreign people, groups, and unfamiliar cultural contexts. Table 3 gives a sample list of recommended foreign films.

Tzu-Chia Chao also proposed to watch films in four-stage activities such as pre-viewing, during-viewing, post-viewing, and advanced post-viewing. It is believed that watching movies several times can lead to the development of students' observation and interpretation skills and to an understanding of the target culture; it encourages students to share feelings and opinions with each other about what they have seen in the film. Another classroom activity might be filling gaps in a written task during the film viewing for

important cultural features to get students' attention because watching a movie is considered to be a passive activity; it is a challenging task to watch a movie until its end, especially, when students do not understand a speech from the movie. Filling gaps can be an effective activity in this challenge to achieve the learning outcomes.

**Table 3.** Sample recommended films

| Film titles  | Descriptions and links   |
|--|--|
| Cultures of Resistance, Documentary                    | From the sounds of resistance in African countries to Brazil, where automatic guitars change the reality of slum kids' lives, to the Palestinian refugee camps in Lebanon, where photography, music, and film have empowered people to speak out, Cultures of Resistance explores how art and participation can be weapons in the war for peace and justice. <a href="https://www.youtube.com/watch?v=-nai21x7114">https://www.youtube.com/watch?v=-nai21x7114</a>   |
| Outsourced Movie                                       | Outsourcing is a modern comedy of intercultural conflict and romance. Todd Anderson manages his entire office work with the Seattle Consumer Contact Center before being outsourced to India. Insulting the injury, Todd has to travel to India to train his new substitute. As he walks around the office in Bombay, which is plagued by chaos and constant cultural misunderstandings, Todd wants to return to the comforts of home... <a href="https://www.youtube.com/watch?v=kPnCIVL-CV4">https://www.youtube.com/watch?v=kPnCIVL-CV4</a>   |
| Film as Global & Cultural Form; Montage, Mise en Scène | Cinema is becoming a global cultural form. Compare American and European cinema, Hollywood and "high art", montage and mise-en-scène styles. Finish by watching and discussing the montage of "Odessa Steps" in Eisenstein's Battleship Potemkin.<br><br><a href="https://www.youtube.com/watch?v=r67dVaGtBGA">https://www.youtube.com/watch?v=r67dVaGtBGA</a>   |
| Charlie Chaplin Tempos Modernos                        | Charlie Chaplin's films are silent and convey all the information through body language. What important is that every nation can understand it without using any spoken language.<br><br><a href="https://www.youtube.com/watch?v=fCkFjIR7-JQ">https://www.youtube.com/watch?v=fCkFjIR7-JQ</a>   |
| Departure - Japanese Movie                             | Departures (Japanese: おくりびと, Hepburn: Okuribito, "one who sends off") is a 2008 Japanese drama film directed by Yōjirō Takita and starring Masahiro Motoki, Ryōko Hirose, and Tsutomu Yamazaki. The film follows a young man who returns to his hometown after a failed career as a cellist and stumbles across work as a nōkanshi - a traditional Japanese ritual mortician. He is subjected to prejudice from those around him, including from his wife, because of strong social taboos against people who deal with death. Eventually, he repairs these interpersonal connections through the beauty and dignity of his work.<br><br><a href="https://www.youtube.com/watch?v=PUxL6QnIS0I">https://www.youtube.com/watch?v=PUxL6QnIS0I</a> |

A study on upgrading the quality of learning with an e-learning system has proven that online games are beneficial for cognitive development because children can feel a real environment in the games while playing them and can also train their leadership skills to win in an online game (Kassymova et al., 2021). So digital information communication technology can be a powerful teaching tool for personal development. Dewi Pratiwi et al. (2022) conducted a research experiment on the giant educational game media learning media and concluded that it is an effective means of transportation used to improve children's motor skills in a kindergarten in Kudus, Indonesia.

### Conclusions

Foreign films are a rich source of intercultural learning, students can benefit from foreign films as teaching aids if they are offered an appropriate selection of films and course development (Roell, 2010). It is also suggested that educational courses or activities, such as academic exchange programs and summer

study and travel programs for students, are useful in improving behavioral development in intercultural communication. It is also suggested that digital technology should be implemented properly in education (Pratama et al., 2021) because of its benefits in playing games for school children and watching foreign films for adult education for further personal and professional development.

In our study, we understand that the training of a specialist who is ready to act as a mediator between his own and foreign cultures and to effectively resolve misunderstandings caused by intercultural differences is determined only by the volume of cultures. A set of intercultural education and intercultural skills, as well as its basic relations: attitude to knowledge as a value, information, self, value as a profession, etc. a system of value orientations used by the subject to solve professional problems in the context of intercultural interaction. The main criterion for the formation of intercultural competence is the level of the leading directions and components of its structure. When there is a clear link between the content of the information provided to students about national and cultural differences and the practical application of this information in various forms and types of communication, we can talk about the formation of intercultural competence as a pedagogical process.

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