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ENGLISH-LANGUAGE MEDIA RESOURCES IN THE FORMATION OF INTERCULTURAL COMPETENCE OF SECONDARY SCHOOL LEARNERS

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In an increasingly globalized world, where diverse cultures interact on a daily basis, the significance of intercultural competence cannot be overstated. The ability to navigate and communicate effectively across cultural boundaries is essential for individuals to live in an interconnected society.

As societies become more diverse and interconnected, there is a growing interest for individuals to acquire intercultural competence. ICC enables individuals to interact respectfully and effectively with people from different cultural backgrounds. With globalization facilitating increased cultural exchange through trade, travel, and communication, the need for intercultural competence is more pressing than ever before. Moreover, the integration of intercultural competence into language education aligns with broader educational reforms aimed at preparing students for the challenges of the 21st century. Programmes such as the "Trinity of Languages" in Kazakhstan underscore the importance of linguistic proficiency, particularly in English, as a means to foster international understanding and cooperation.

Contemporary education recognizes the vital role of English-language media resources in shaping intercultural competence among secondary school learners. English-language media, ranging from traditional outlets like newspapers and television to modern platforms such as social media and video-sharing apps, serve as dynamic tools for cultural exploration and understanding. Integration of English-language media resources into secondary education connected with educational objectives of promoting critical thinking, communication skills, and global citizenship. This article aims to explore the multifaceted relationship between English-language media and intercultural competence, highlighting its implications for secondary education in a globalized world.

In order to understand the tremendous concept of ICC it is necessary to learn more about competencies. The term competence is a term that can be conceptualized in a variety of ways, from its everyday use to describe a person's abilities. The ICC highlights not only language competence but also the ability to navigate and succeed in different cultural contexts through communication. The concept has been widely discussed in international relations literature and scholarship, psychology, education, and various other domains.

The concept of intercultural communication has developed as an academic discipline in Kunanbayeva's study "The Modernization of foreign language education: the linguocultural - communicative approach", influenced by factors including expanding cultural contacts, anthropological research and practical experience in language courses. Kunanbayeva S.S. presented the classification of Intercultural and Communicative Competence. The table is structured into sub-

components that form the intercultural and communicative level of foreign language proficiency [1].

Linguo cultural competence is related to the ability to apply language in the context of a particular culture. Linguo cultural subcompetence includes understanding of cultural characteristics, norms, values and traditions, as well as the ability to communicate appropriately and effectively in that cultural environment.

Social-sociocultural subcompetence pertains specifically with the proficiency to interact in social situations in a culturally sensitive and socially normative manner. It can include the ability to choose the appropriate register of language, apply the right forms of communication depending on the social context, etc.

Conceptual subcompetence refers to being able to work with the conceptual aspects of language, creating a “picture of the world”, in ways such as being able to form and understand abstract concepts, use specific terms.

Cognitive subcompetence forms cognitive structures in mental formations. In other words, a person perceives the world and mutually interacts in a way of a generalized medium. It is related to the cognitive aspects of language use, including the ability to analyze, understand and create complex language structures.

Personality-oriented subcompetence is connected to the ability to use language to express one's personality, individuality, emotions. The mechanism of language is processed at three levels: semantic, pragmatic and syntactic.

Communicative subcompetence is the ability to communicate effectively and appropriately with others. It includes listening, speaking, reading and writing skills and the ability to apply them in different communication situations.

Each subcomponent plays a vital role in enabling individuals to navigate and engage meaningfully in intercultural interactions. By incorporating these principles into language education, educators can empower learners to become effective communicators, critical thinkers, and culturally competent individuals capable of bridging cultural divides and fostering mutual understanding and respect across diverse communities.

Vietnamese scholar Si Thang Kiet Ho in his paper 'Addressing Culture in EFL Classrooms' emphasizes the importance of preparing language learners for intercultural communication in a multicultural world [2, p. 63]. There has been an increased interest in the intercultural aspect of foreign language teaching and nowadays teachers are expected to teach foreign language through the perspective of culture. Therefore, English language teaching is aimed to have an especially valuable function in forming students' skills, and improving their understanding of foreign culture. Teaching English involves interacting with different people from diverse cultural backgrounds, with various values, beliefs, worldviews, which can lead to an understanding of intercultural communication among learners. Through learning English, students learn not only the culture of English-speaking countries, as well as the culture of people who are included in the process of learning English as a foreign language.

Acquisition of linguistic competence in a foreign language is connected with intercultural competence. Thus, foreign language teachers will not only focus on linguistic skills. The collaborative approach engages students in exploring and understanding cultural values in learning and using a foreign language.

More importantly, the inclusion of intercultural competence in language education emphasizes its importance in preparing students for communicating and interacting in a variety of environments professionally. Approaching foreign language learning from a cultural perspective not only improves language skills but also develops the skills of understanding and communicating across cultures.

Nowadays, integrating media resources in learning plays an important function in the educational process of secondary school students by providing an engaging and versatile platform for presenting information. In September 2023, the President of the Republic of Kazakhstan Kassym-Jomart Tokayev, during his Annual Address to the Nation, emphasized the need for a

“dramatic transformation of the education system” to prepare Kazakhstans’ young citizens for the challenges of the 21st century [3]. The President noted the importance of using modern technologies and digital tools in the educational process, which include interactive learning platforms, virtual reality and artificial intelligence.

Media is a resource that uses images, moving or still, to communicate information, ideas or stories. This definition emphasizes the possibility of visual media to engage diverse learning styles and varied interpretations, stimulating creativity and critical thinking. David Crystal's contributions have frequently investigated how digital communication, including social media, messaging and online forums, affects language use and patterns of communication [4]. The internet is a space that fosters language creativity and innovation. It can be seen through the way users of media resources often create new words, phrases and expressions that contribute to the evolution of language.

The globalization of English provides a different perspective on Crystal's work. English has become the most dominant language for online communication, and the Internet plays an important role in spreading English globally, which contributes to the development of intercultural communicative competence. Communication is not limited to text. It can be denoted by the term multimodality. Multimodality refers to communication that combines a combination of text, images, videos, emoji, memes, GIFs and contributes to the enrichment of communication.

One effective method of developing intercultural communication skills is through the study of British and American media resources, particularly TV. Through these resources, people can get an accurate picture of the language, thinking, behavior and customs of different nations. In this regard, television channels such as the *Discovery Channel*, *CNN International*, *National Geographic Channel*, *History Channel*, *MTV* and *BBC World News* can be identified. Each of these channels fulfills a different function. The TV channels are known worldwide for their comprehensive coverage of the concepts of intercultural communication. They produce documentaries about different traditions, historical events, major world news, interviews and new films.

The British Broadcasting Corporation (BBC) is a leading media organization offering a wealth of resources for learners of all ages, making it a valuable asset for developing ICC [5]. The BBC provides a variety of content types:

- BBC News: Students gain a global perspective on current events.
- BBC Podcasts: High-quality content on various topics promotes active listening and discussion skills.
- BBC Learning English: Educational materials created by subject experts promote lifelong learning and offer resources specifically designed to address various aspects of culture, history, and society in different countries.
- BBC Entertainment: Showcases cultural diversity through a wide range of programs, enriching students' understanding of different cultures and their expressions.

Importantly, the BBC has a high status and credibility in its way as a global media institution. BBC is a multicultural media resource and is curious about other countries and their cultures in order to be competent cross-culturally and to monitor events that attract the attention of young people and students. To illustrate, the BBC has a high level of interest in entertainment, particularly, in K-pop that is now widely appealing to secondary school students, compared to other publications. A number of critical aspects support our confidence in choosing the BBC as a means of developing intercultural competence. This content provides unique opportunities to explore cultural differences and similarities, enriching students' cross-cultural experiences. Documentaries and news programs can be used to spark discussions about how different cultures approach various aspects of life, such as social norms, holidays, traditional dress, and family structures. By comparing and contrasting these practices, learners can develop an appreciation for cultural diversity. Entertainment programs and podcasts can provide valuable insights into the daily lives and cultural characteristics of English-speaking countries. The collaborative nature of the lesson encourages students to communicate effectively, express their ideas, and engage in respectful dialogue with peers from different cultural backgrounds. Teachers can guide learners to analyze

language use, humor, and social interactions depicted in these programs. This analysis allows learners to identify cultural nuances and develop their social-sociocultural competence.

Utilizing BBC resources in secondary school education offers a valuable opportunity to enhance students' intercultural competence. By engaging with BBC documentaries and participating in collaborative activities, students develop critical thinking, communication skills, and a deeper understanding of diverse cultures, contributing to their overall growth as culturally competent individuals capable of navigating a multicultural world.

The increasingly interconnected world requires the enhancement of ICC, and English-language media offers a dynamic platform for the development of this essential skill. The role of English language teaching, especially through the perspective of culture, has been of primary significance in building students' intercultural awareness. As students are introduced to different cultures and viewpoints, they not only improve their language skills, but also develop the ability to navigate complex intercultural interactions sensitively and respectfully. The BBC's diversified content, cultural focus, and credibility make it an ideal resource for educators seeking to install ICC in middle school students. By integrating BBC and other media resources into their pedagogical practices, teachers can create engaging learning environments that provide students with the knowledge, skills, and critical thinking abilities they need to succeed in an increasingly interconnected world.

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ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ В СИСТЕМЕ ИНОЯЗЫЧНОГО ОБРАЗОВАНИЯ

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Инновация - внедрение что-то нового, который будет отличаться от традиционного, либо улучшение и дополнить то, чего не хватает. Каждым днем образование стремительно развивается в разных аспектах, особенно иноязычное среде. Благодаря развитию инновационных технологий в сфере образований были открыты многие двери для изучения иностранных языков.

Изучение языка - это один из самых важных аспектов в человеческом обществе. Язык является средством коммуникации и развития мышление индивидуума. Смысл инновационной технологий в изучение иностранного языка является привлечения этим знанием и правильной технике подарить изучающим мотивацию для дальнейших знаний иноязычной культуры. Также изучение языка поможет развить в человеке коммуникативные