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## THE APPLICATION OF FILM FRAGMENTS TO ENHANCE INTERCULTURAL COMMUNICATION LEARNING

**Introduction**

As global interconnectedness increases, intercultural communication competence (ICC) has become essential in education, especially within language and cultural studies. The goal of developing ICC is to equip students with the ability to interact effectively across cultural boundaries, fostering a deeper understanding of different social norms, behaviors, and values. Traditional teaching methods often struggle to convey the nuances of intercultural interactions in ways that are engaging and impactful for students. Film fragments, however, present an innovative pedagogical tool, allowing students to explore intercultural scenarios in authentic, context-rich settings that extend beyond textbook theory [2, p. 45].

1. Theoretical Background

Intercultural communication competence encompasses various dimensions, including knowledge of cultural norms, emotional awareness, adaptability, and language skills. Michael Byram's model, one of the foundational frameworks in ICC, emphasizes the need for students to develop both linguistic and cultural competences to engage meaningfully with diverse groups. Byram identifies five key aspects: intercultural attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness [1, p. 38]. Educators use these principles as a basis for developing learning outcomes that are centered on real-life cultural interaction.

In educational settings, films offer an accessible way to present students with complex cultural scenarios in a way that is visually engaging. Through observing characters' language use, behaviors, and attitudes within specific cultural contexts, students gain insights into cultural dynamics that might otherwise remain abstract. Films capture the nuances of speech, non-verbal cues, and social settings, providing an immersive experience that helps students relate theory to practice. For example, by analyzing culturally laden dialogues, students can observe pragmatic language use, humor, and politeness conventions, which vary across cultures [2, p. 46].

2. Pedagogical Value of Film Fragments

Using film fragments in the classroom allows educators to focus on concise, manageable scenes that illustrate specific intercultural themes without overwhelming students. Rather than requiring students to watch an entire film, fragments make it possible to concentrate on moments of high cultural significance, facilitating analysis and discussion around those scenes. This approach not only streamlines the learning

process but also encourages active student engagement, emotional connection, and critical thinking. When students watch these scenes, they are exposed to elements like body language, context-specific behaviors, and conversational norms, which may vary significantly from their own cultural expectations [3, p. 51].

The use of film fragments aligns with principles of active learning, as it requires students to critically engage with the material. Rather than passively observing, students analyze, reflect, and discuss their observations, which fosters a deeper understanding of the underlying cultural factors. For example, examining characters' reactions in a culturally charged situation helps students identify cultural values, such as collectivism or individualism, that influence behaviors. This process of critical observation builds empathy and cultural awareness, helping students become more open and adaptable in their communication [3, p. 52].

3. Implementing Film-Based Learning in the Classroom

Integrating film fragments effectively into ICC education requires a structured approach that maximizes learning outcomes. This approach can be broken down into three phases: pre-viewing, viewing, and post-viewing. Pre-viewing activities help prepare students by setting the cultural context, explaining relevant themes, or introducing vocabulary that may arise during the scene. This preparation ensures that students are equipped to understand the cultural subtleties they are about to observe [1, p. 39].

During the viewing phase, educators may encourage students to take notes on specific behaviors, interactions, or language choices, prompting them to focus on aspects relevant to intercultural learning. The viewing process is often supplemented with guiding questions, which help direct attention toward key cultural markers in the scene. These might include questions like, "What cultural values are evident in this interaction?" or "How does each character's behavior reflect their cultural background?" Such questions promote analytical thinking, helping students move beyond surface observations to examine deeper cultural influences [2, p. 47].

The post-viewing phase is crucial for reflection and discussion. Educators may lead a debriefing session where students share their observations, discuss any cultural surprises, and connect the film's scenarios to their own cultural experiences. This phase can also include activities such as role-playing or case studies, where students practice intercultural communication strategies based on the scenarios depicted in the films. By reflecting on their interpretations and responses, students can solidify their understanding of intercultural principles and identify areas for personal growth in cultural competence [4, p. 60].

4. Benefits and Challenges of Film Fragment Integration

The advantages of using film fragments in intercultural communication education are multifold. They provide authentic, context-rich examples of intercultural interactions, engage students emotionally, and foster empathy. When students witness real-world cultural exchanges, they are more likely to remember and apply the lessons learned to their interactions outside the classroom. Film-based learning thus builds a bridge between theoretical knowledge and practical application, which is essential for developing ICC in a meaningful way [3, p. 53].

However, integrating film fragments is not without challenges. Selecting culturally representative and sensitive films that align with learning objectives requires careful consideration by educators. Moreover, students may sometimes rely on stereotypes or make generalizations about the cultures depicted, which can lead to misconceptions if not addressed properly. Teachers must guide discussions carefully to avoid reinforcing cultural biases, fostering an environment of open-mindedness and critical inquiry instead [4, p. 61].

**Conclusion**

Incorporating film fragments into intercultural communication education provides an innovative and immersive method for building ICC. By using films to illustrate real-world cultural exchanges, educators can enhance students' cultural awareness and encourage more nuanced understandings of diversity. The structured approach of pre-viewing, viewing, and post-viewing helps students build essential ICC skills in a meaningful and engaging way. As intercultural competence becomes increasingly valuable in our interconnected world, film-based learning offers educators a powerful tool for preparing students to communicate effectively across cultural divides [3, p. 54].

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## ЕМОЦІЙНИЙ ІНТЕЛЕКТ ПЕДАГОГА ЯК СКЛАДОВА ЕФЕКТИВНОГО ОСВІТНЬОГО СПІЛКУВАННЯ

Педагогічне спілкування є ключовим компонентом ефективного навчального процесу, оскільки воно не лише передбачає обмін інформацією між учителем та учнями, викладачем та студентами, але й є процесом розвитку, формування особистості, інтеграції знань та навичок. Спілкування між педагогом та учнем завжди відбувається у контексті суб'єкт-суб'єктної взаємодії, де обидві сторони є активними учасниками процесу. З огляду на це,