Z. Zhumatayeva[1] , A. Dossanova[2]* , S.S. Zhumatayeva[3]

[1]Nazarbayev University, Kazakhstan, Astana
[2]Al-Farabi Kazakh National University, Kazakhstan, Almaty
[3]Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan, Turkistan
*e-mail: zzhumatayeva@nu.edu.kz

CULTIVATING INTERCULTURAL COMMUNICATIVE LITERACY THROUGH FILMS IN LANGUAGE COURSES

In order to enhance intercultural communicative skills and advance language competency in a Kazakh language course, this research examines the potential of films as a medium for language learning. Due to their authentic discourse and rich cultural context, films are being acknowledged as a suitable instrument for language education. Films may give pupils a comprehensive understanding of the language in both its natural usage and cultural context because they are a treasure trove of linguistic and cultural nuances. Our study, conducted within the "Intercultural Communication through Film" course at Nazarbayev University, employed a mixed-methods research design involving a pretest-posttest framework to gauge the effectiveness of film usage in enhancing intercultural communicative competence. The participant pool comprised 45 students from diverse cultural backgrounds and academic majors, providing a broad range of perspectives. A range of data collection tools, including a validated questionnaire and the analysis of reflective essays, was used to measure different aspects of competence. The findings suggest that film-centric assignments stimulate critical thinking, cultural comparisons, and vocabulary enhancement, thereby contributing to a more engaging and effective language learning experience. However, the research also highlights several challenges that must be addressed, including the consideration of varied language proficiency levels and careful film selection to align with the learning objectives. This research contributes significantly to our understanding of film usage in language education, highlighting its potential benefits and challenges. Our findings underscore the need for further research into diverse film genres, varied film-based activities, and the long-term implications of film usage on language proficiency and intercultural competence.

Key words: kazakh language, intercultural communicative competence, films, linguistic proficiency, critical thinking

З. Жұматаева[1], А. Досанова[2]*, С. Жұматаева[3]

[1]Назарбаев университеті, Қазақстан, Астана қ.
[2]Әл-Фараби атындағы Қазақ ұлттық университеті, Қазақстан, Алматы қ.
[3]Ахмет Ясауи атындағы Халықаралық қазақ-түрік университеті, Қазақстан, Түркістан қ.
*e-mail: zzhumatayeva@nu.edu.kz

Тілдік курстарда фильмдер арқылы мәдениетаралық коммуникативтік сауаттылықты дамыту

Бұл зерттеу жұмысы қазақ тілі курсында студенттердің мәдениетаралық коммуникация дағдыларын дамыту және тілдік құзыреттілігін арттыру құралы ретінде фильмдерді тиімді пайдалану мүмкіндіктерін қарастырады. Шынайы дискурс пен бай мәдени контекстке толы болуына орай фильмдер тіл үйренуге қолайлы орта құру және студенттерге тілдің табиғи қолданылуы жағынан да, мәдени контекст жайлы да жан-жақты түсінік беруде тиімді құрал. Себебі фильмдер тілдік және мәдени ақпараттардың алтын кеніші болып табылады. Назарбаев Университетінде «Кино арқылы мәдениетаралық коммуникация» курсы аясында жүргізілген зерттеуімізде мәдениетаралық коммуникативті құзыреттілікті арттыруда фильмдерді пайдаланудың тиімділігін бағалау үшін аралас зерттеу әдісі, оның ішінде тестілеу, сауалнама жүргізу әдістері қолданылды. Зерттеуге   әртүрлі мәдениеттер мен академиялық ортадан келген 45 студент қатысты. Қатысушылардың алуантүрлілігі кең ауқымды перспективаларды қамтамасыз етті. Құзыреттіліктің түрлі аспектілерін өлшеу мақсатында бірқатар деректер жинау құралдары, соның ішінде сауалнама және рефлексивті эссе талдауы пайдаланылды. Алынған нәтижелер фильмге негізделген тапсырмалардың сыни ойлауға, мәдени салыстыруға және сөздік қорын кеңейтуге жағымды ықпал етіп, тіл үйренуді неғұрлым қызықты әрі тиімді ететінін көрсетеді. Дегенмен жұмыс барысында шешуді қажет ететін бірнеше мәселелерге, соның ішінде

студенттердің тілдік деңгейлерін ескеру, сонымен қатар оқу мақсаттарына сәйкес (тілдік не кәсіби бағытта, т.б) фильмдерді мұқият таңдау секілді бірқатар мәселелерге назар аударылады. Зерттеу жұмысы фильмдерді тілдік білім беруде қолдану жайлы таным-түсінігімізге елеулі үлес қосып, оның әлеуетті артықшылықтары мен сын-тегеуріндерін көрсетеді. Қорыта айтқанда, қол жеткізген нәтижелер әр түрлі кино жанрлары мен олардың қоғам санасына ықпалы, дүниетанымдық маңызы және фильмдерді тілді меңгеру мен мәдениетаралық құзыреттілікті қалыптастыруда тиімді пайдалану әдістемесі, т.б іс-шаралар жайлы әлі де терең зерттеулердің қажеттілігін көрсетеді.

Түйін сөздер: қазақ тілі, мәдениетаралық коммуникативті құзыреттілік, фильмдер, лингвистикалық біліктілік, сыни ойлау.

З. Жұматаева[1*], А. Досанова[2], С. Жұматаева[3]
[1]Назарбаев университет, Казахстан, г. Астана
[2]Казахский национальный университет имени аль-Фараби, Казахстан, г. Алматы,
[3]Международный казахско-турецкий университет имени Ахмеда Ясави, Казахстан, г. Туркестан
*e-mail: zzhumatayeva@nu.edu.kz

Развитие межкультурной коммуникативной грамотности посредством фильмов на языковых курсах

В целях улучшения межкультурных коммуникативных навыков и повышения языковой компетенции на курсах казахского языка в этом исследовании рассматривается потенциал фильмов как средства изучения языка. Благодаря своему аутентичному дискурсу и богатому культурному контексту фильмы являются подходящим инструментом языкового образования. Фильмы могут дать студентам всестороннее понимание языка как в его естественном употреблении, так и в культурном контексте, так как они являются сокровищницей лингвистических и культурных нюансов. Наше исследование, проведенное в рамках курса «Межкультурная коммуникация через кино» в Назарбаев Университете, использовало смешанные методы исследования, включающие структуру претест-посттест, чтобы оценить эффективность использования фильмов в повышении межкультурной коммуникативной компетенции. В состав участников вошли 45 студентов из разных культур и академических специальностей, что обеспечило широкий спектр точек зрения. Ряд инструментов сбора данных, в том числе утвержденный вопросник и анализ рефлексивных эссе, использовался для измерения различных аспектов компетентности. Результаты показывают, что задания, ориентированные на фильмы, стимулируют критическое мышление, культурные сравнения и расширение словарного запаса, тем самым способствуя более увлекательному и эффективному изучению языка. Тем не менее, исследование также выдвигает на первый план несколько проблем, которые необходимо решить, в том числе рассмотрение различных уровней владения языком и тщательный отбор фильмов в соответствии с целями обучения. Это исследование вносит значительный вклад в наше понимание использования фильмов в языковом образовании, подчеркивая его потенциальные преимущества и проблемы. Наши результаты подчеркивают необходимость дальнейших исследований различных жанров фильмов, различных мероприятий, связанных с фильмами, и долгосрочных последствий использования фильмов для владения языком и межкультурной компетентности.

Ключевые слова: казахский язык, межкультурная коммуникативная компетенция, фильмы, лингвистическое мастерство, критическое мышление.

Introduction

In today's world, burgeoning technological advancements and global civilization foster a heightened sense of interconnectedness and engagement among countries. These forces usher in a new era marked by international cooperation across diverse sectors, offering myriad opportunities. The adoption of international educational standards and multi-faceted forms of global cooperation in education and science are now undeniably an integral part of modern society's fabric. In order to fully leverage these opportunities and meet the

unique challenges that surface, today's professionals need to be adept at navigating multicultural and multiethnic environments. They should be proficient in intercultural communication, critical thinking, and the use of cutting-edge digital technologies. Equally important is their ability to independently acquire new knowledge, analyze global issues in-depth, and form their own worldviews. They need to appreciate cultural, social, and ethnic diversities, comprehend the complexities of modern culture, and understand the nuances of intercultural communication. As a result, developing intercultural competencies has become one of the most critical tasks for education

in the 21st century. The concepts of intercultural communication and intercultural competence have piqued the interest of numerous global, Russian, and Kazakh researchers. Scholars such as Hall (1959), Chomsky (1972), Bennett (2004), Wiseman (2001), Byram (1997), Ter Minasova (2004), Sadokhin (2005), Golovleva (2008), Grushevitskaya, et al. (2003), Kunanbaeva (2010), Kudabayeva, et al. (2017), Nurlybekova (2008), among others, have examined the theory, content, challenges, methods, and technology of intercultural education.

One effective strategy to foster intercultural communicative competence involves using multimedia materials such as feature films and documentaries. Films serve as valuable educational resources due to their authenticity, informative content, and concentration of linguistic tools. They provide a rich, interactive learning experience, enabling students to grasp theories and concepts through engaging narratives, characters, dialogues, and sound effects. Films not only maintain student interest but can also stimulate curiosity about other cultures, thereby promoting intellectual exploration. They have proven effective in language learning and are frequently incorporated in foreign or second language courses. In addition to language instruction, films help develop professional, socio-cultural, and intercultural communicative competence. The objective of our study is to establish a methodology that utilizes films to enhance intercultural communicative competence in teaching the Kazakh language. We will first delve into the theory of intercultural communicative competence and its modern-world relevance, then investigate the theoretical underpinnings of using films in language instruction. Lastly, we will present an experimental methodology and its findings on using films as an educational tool in Kazakh language courses. Given the burgeoning interest in this subject, our pioneering work focuses on the development of intercultural communicative competence through films in the Kazakh language course: "Intercultural Communication through Film".

Materials and methods

The research was implemented within the context of the "Intercultural Communication through Film" course, a component of the Kazakh language program at Nazarbayev University. The course's principal aim was to encourage the exploration of Kazakh culture and various international cultures, facilitating students to identify and comprehend unique features and similarities among these cultures. This approach aimed to expand students' cultural insights and perspectives, promoting a deeper appreciation for their own culture and those of other nations. Our research sought to examine how films could foster the development of intercultural communicative competence and enhance students' language proficiency.

In ensuring the effective use of films in the Kazakh language courses, our research was structured into sequential stages:

1. Criteria Definition: We established selection criteria for films and determined effective methodologies for their in-class presentation.

2. Goal Development and Methodology Formation: Specific objectives were developed for each step of film-related work, along with a comprehensive set of assignments for film-based activities.

3. Experimentation: This stage involved the practical implementation of the strategies and assignments conceptualized in the previous stages.

4. Result Analysis: Lastly, a detailed examination of the study's outcomes was undertaken to assess the impact of our methodological approach on enhancing intercultural communicative competence.

Our systematic, phase-based approach enabled a methodical evaluation of film usage in cultivating intercultural communicative competence within the context of a Kazakh language course.

To further understand this impact, we adopted a mixed-methods approach, involving the following steps:

1. Participants: The study involved 45 students enrolled in the "Intercultural Communication through Film" course at the university, providing a diverse sample in terms of cultural backgrounds and academic majors.

2. Research Design: A pretest-posttest design was adopted to measure the effectiveness of using films in enhancing intercultural communicative competence, assessing baseline competence at the start of the course, and any improvements after a semester of integrating films into the curriculum.

3. Data Collection Tools: We used a validated questionnaire to assess intercultural communicative competence and an analysis of students' reflective essays on their experiences of watching and discussing films.

4. Procedure: At the beginning of the semester, students were briefed on the course structure and the research study. The pretest was administered, followed by the course curriculum, which included viewing, analyzing, and discussing selected films.

Upon completion of the course, the posttest was given, and students were asked to write reflective essays on their experiences and perceived learning outcomes.

5. Data Analysis: We analyzed quantitative data from the pretests and posttests using descriptive and inferential statistics, primarily paired t-tests. Qualitative data from reflective essays were analyzed using thematic analysis to identify common themes and patterns relating to students' experiences and perceived benefits of using films in learning.

6. This mixed-methods approach, combining quantitative and qualitative data, aimed to offer a comprehensive understanding of how the use of films can enhance intercultural communicative competence.

Criteria for Film Selection. The primary objective of incorporating films into the curriculum is to cultivate intercultural communicative competence and bolster the language proficiency of students. To this end, we consider films that offer a rich tapestry of authentic discourse, unique linguistic utilization, and diverse cultural contexts. Such films provide students with varied exposure to authentic target language materials. Therefore, the thoughtful selection of films and the design of related tasks contribute significantly to achieving the lesson's objectives and expected outcomes. The criteria employed in the film selection process are as follows:

− Language Proficiency and Authenticity: Prior to selecting a film, it is imperative to gauge the language proficiency of the intended audience. Consequently, we select authentic films of high quality that are congruent with the student's language skill level.

− Content Richness and Cognitive Value: The film's content should convey substantial cultural, historical, linguocultural, sociological, and other vital cognitive information. Carefully chosen films provide ample opportunities for analysis and discussion, facilitating a comparative understanding of cultural realities, sociological and economic issues, and patterns of human behavior in various intercultural communication scenarios. This strategy significantly aids in the development of students' intercultural communication abilities.

− Relevance to Professional Fields: The selected films should ideally offer insights into specific professions, such as medicine, law, or business. This approach acquaints students with relevant linguistic terminologies, expands their professional vocabulary, and helps develop their professional skills and understanding of ethical behavior standards related to their field of study.

− Quality and Impact: Preference is given to critically acclaimed films that have positively influenced society and contributed to global change. Additionally, the film's genre, style, and production period are critical considerations during the selection process. It is vital to remember that each film encapsulates a unique intersection of time, language, and culture, offering invaluable insights into the era it portrays.

Literature review

The primary goal of communication is to foster unity amongst diverse cultural participants, all the while preserving their individuality. As Vereshchagin et al. (2005: 26) explain, "Intercultural communication is the mutual understanding of two individuals from distinct national cultures engaged in a communicative act." The enhancement of intercultural communicative competence promotes harmonious and fruitful relationships between different cultural representatives. However, a "cultural barrier" often impedes such interactions, largely stemming from varied worldviews and attitudes towards others, or the tendency to perceive other cultures through the lens of one's own. While a sound grasp of lexical and grammatical units is fundamental to intercultural communicative competence, it is insufficient in itself. A deeper understanding of national and cultural facts, alongside their related meanings, is crucial. This necessitates profound knowledge of a nation's history, culture, mythology, traditions, and values. Equally important is how this knowledge is articulated in language and how national cultural connotations can be distinguished and interpreted (Ter-Minasova, 2004: 35). The study of "intercultural communication" was pioneered by Edward Hall, an American linguist, anthropologist, and cultural scholar. His work aimed to uncover the root causes of interethnic conflicts and communication failures, finding that simply mastering languages was not enough to resolve the issues at hand. He stressed the importance of understanding not just languages but also the cultures, customs, traditions, and behavioral norms of different peoples (Sadohin, 2005: 31). Hall and Trager's work in "Culture as Communication" (1954) introduced the term "intercultural communication," positioning it as an autonomous field of human relations.

This fresh perspective garnered considerable attention from researchers across various scientific

domains. Many embraced Hall's insights, leading to the emergence of diverse theories and viewpoints within intercultural communication. Scholars like G. Kols, V. Gudikunst, R. Hammer, M. Page, J. Martin, M. Hoops, M. Bennett, and others taught "intercultural communication," shared their pedagogical experiences, and proposed models for intercultural learning such as the renowned Bennett and Hoops models (Sadohin, 2005: pp. 180).

According to M. Bennett (2004), a leading expert in intercultural communication, nurturing intercultural sensitivity was pivotal. He constructed a model for understanding a foreign culture, which emphasized sensory perception and interpretation of cultural disparities or intercultural sensitivity. Bennett also outlined the stages of recognizing cultural differences, depicting a progression from ethnocentrism to ethno-relativism (Bennett et al. 2004: 7).

Wiseman (2001:4) proposed that intercultural communication competence comprised knowledge, skills, and motivation necessary for effective and appropriate interaction with individuals from different cultures. Motivation is unique in that it does not feature in some other definitions of intercultural competence and is seen as the emotions, intentions, needs, and drives associated with the anticipation or engagement in intercultural communication. Byram (1997) explored ICC from a foreign language teaching perspective, asserting that a competent intercultural speaker would possess linguistic, socio-linguistic, and socio-cultural knowledge, as well as the ability to manage the relationship between their cultural system and others.

Modern education emphasizes the development of intercultural competence, an essential aspect of communicative competence that allows professionals to master intercultural competence. This skill implies tolerance, openness to new knowledge, the ability to choose appropriate communication strategies, and the skill to present oneself effectively (Leontovich, 2003). The competence of intercultural communication has been studied not only by foreign and Russian scientists but also Kazakh scientists, who have presented their unique interpretations of this concept. For instance, Kunanbaeva (2010: 25) proposes that "The end result of intercultural relations is the formation of the subject of intercultural communication." Nurlybekova (2008:142) contends that "Intercultural competence is not only the acquisition of knowledge about the state, its lifestyle, customs, and religion but also the ability to speak about one's culture, one's way of life, one's behavior."

Upon examining the various research by international and local scientists, it is apparent that the concept of intercultural competence emerged in the mid-twentieth century and has since gained significant attention. In every society today, there is a demand for intercultural competence. Language plays a vital role in this formation, serving as the principal carrier of national culture. Thus, learning a language is not merely a means of communication; it is also a source of cultural information. A language is a universal tool that enables individuals to perceive and understand cultural and spiritual values, customs, traditions, thought processes, and lifestyles of people. The development of intercultural competence in the process of learning a foreign language, particularly in the methodology of teaching English, is crucial in preparing future specialists. To meet modern requirements and train highly qualified specialists, we need to incorporate novel approaches from global educational systems into our domestic education. Therefore, a crucial issue in the methodology of teaching the Kazakh language is developing students' intercultural communicative competence.

Exploring the Theory and Methodology of Utilizing Films in Teaching. The initial application of video-audio materials and films in education originated in language courses, particularly in teaching foreign or second languages, with the aim of enhancing authenticity and enriching student learning. Numerous educators and language experts have conducted extensive research and methodological studies on the usage of films. This includes applications in English lessons (Baddock, 1996; Stempleski, 2001; Lowe, 2007; Wang, 2009; Kaiser, 2011; Kaiser et al., 2014; Alluri, 2018), in Turkish language instruction (İşcan, 2011; Gülseven 2014; Yılmaz et al., 2015; İşcan & Karagöz, 2016), in Kazakh language courses (Zhumatayeva, 2006; Suleimenova et al., 2007; Karabayeva 2009; Kasymova 2009; Kunanbayeva 2010; Muldabekova, 2014; Kadasheva, 2016), and in teaching Japanese, Chinese, and Korean languages (Lee, 2000; Kambara 2011; Zhang 2011; Cheon, 2014).

These studies indicate that films positively influence language acquisition. They have a substantial impact on the development of various language skills, such as speaking, listening, comprehension, and writing. Post-viewing, many students display enhanced foreign language skills and a broader vocabulary. Moreover, the use of films significantly boosts students' motivation to learn a foreign language. Numerous studies corroborate the

advantages of employing films in foreign language classes. However, as science and technology advance exponentially, students' interests have expanded beyond language learning to encompass cultural understanding and proper social use of the language. Given these modern demands, the methodology and role of using films have expanded. Films are now utilized not only for studying a foreign language but also as a means of cultivating professional skills, communicative-speech competence in various specialties, sociolinguistic competence, and intercultural and cross-cultural communicative competence. Films provide a valuable resource for studying the history, traditions, and cultural characteristics of other countries.

Many researchers have examined the effectiveness and experiences of using films in teaching various areas. These include developing professional, business communicative skills (Gasparyan, 2012; Dementyeva 2016; Burmistrova & Stupnikova, 2017); as a tool for forming sociocultural competence (Mutovkina 2017; Mikhaleva); as a mechanism for acquiring cultural knowledge (Wood, 1995; Herron. et al., 1999; Kramsch 2004; Kusumarasdyati 2006; Bottomley, 2008; Sturm, 2012; Kanafieva, 2013; Butenko, 2014; Atiya Khan, 2015; Kadaseva, 2016); and for the development of symbolic, intercultural, and cross-cultural competence (Champoux, 1999; Brislin 2000; Mallinger et al., 2003; Wilcox 2009; Cardon, 2010; Vanderplank, 2010; Pandey, 2012; Armonik;Zhdanov 2015).

According to Cardon (2010), films provide not only entertainment and engagement but also stimulate curiosity toward other cultures. Films facilitate the students' understanding of cultural theories and allow them to construct such theories readily. As Sturm (2012) points out, students are drawn to films because of their visual nature, authenticity, and accessibility in the digital age. Wood (1995: 13-15) suggested that the visual and verbal depiction of reality in films uniquely focuses student attention and leads them to discern cultural reality.

Cultural competence evolves in parallel with language competence, owing to the inseparability of language and culture. Renowned scholars such as Humboldt, Sapir Whorf, and Baudouin de Courtenay have noted this close connection, emphasizing that all material and spiritual aspects of a culture, the national character, and unique features are embedded within the language. Hence, language serves as a vital link connecting an individual to society. Given the authentic target language, rich vocabulary, extensive cultural information, and visual elements that films provide, students gain a comprehensive language learning tool that encourages the study of cultural perspectives. Therefore, the use of films in teaching can enhance access to language and culture, thereby boosting students' motivation and confidence in their abilities.

The Advantages of Employing Films to Cultivate Intercultural Communicative Competence. Cultivating intercultural communicative competence can be challenging within the educational framework due to the absence of a foreign language practice environment and a lack of communication partners. The use of assorted video materials, such as feature films, documentaries, TV series, and videos on art and history, can alleviate this issue. These resources emulate the natural language setting and simulate plausible scenarios of intercultural communication, making films an incredibly influential visual aid. The unique appeal of films lies in their authenticity, rich linguistic content, information density, and motivational and emotional impact on students. Some benefits of films include:

1. Films offer abundant opportunities for language learning and literacy Given the wealth of literary and linguistic units, films serve as resource materials for vocabulary expansion and a highly effective tool for fostering linguistic, communicative, intercultural, and symbolic competencies within a multilingual approach. The utility of films in language learning stems from the opportunity for students to hear original pronunciation, intonation, and phonetics, as well as various phraseological units, proverbs, aphorisms, euphemisms, humorous words, metaphors, and more. Films promote the development of various communication activities for language growth, including listening, writing, reading, and speaking. Kaiser (2011) emphasized the role of films in enhancing exposure to authentic language use and facilitating critical literacy lessons, alluding to their potential for both exploitative and emancipatory effects.

2. Films offer rich information and content diversity Cinema is a vital part of national culture and identity and is considered a bearer and perpetuator of national traditions, just like folk tales, songs, and epics (Yeltsova, 2003: 22). Cinema provides an avenue into the deep structures of history and possesses an enormous cultural layer often unexplored by educators. It offers an opportunity to explore the "taste and smell" of a given country's culture and to understand non-verbal communication transmitted through emotions,

gestures, attire, customs, and traditions (Kanafieva, 2013). By watching films, students can broaden their worldview and enrich their knowledge of another country's culture, including literature, music, architecture, painting, and history. This exposure fosters a sense of tolerance and a benevolent attitude toward other cultures, leading to the development of intercultural communicative competence.

3. Psychological impact: films elicit motivation and emotional responses The act of watching and comprehending films is enjoyable, emotionally engaging, and motivating for students. Repeated viewing maintains attention and ensures the effective absorption of educational material. Some psychological features of films' impacts include a strong emotional effect that promotes a sense of involvement (Shchukin, 2011: 361), and the capacity to serve as a motivational driver for further educational activities (Solovova, 2010: 93). Furthermore, films make the process of mastering foreign language materials more lively, interesting, problematic, and emotionally convincing (Komarova, 2006: 192). Likhomanova. et al. (2011: 193) highlight the merits of video in teaching language to the complexity of these materials, combining different communicative aspects, from content to visual information about the place of the event and the non-verbal behavior of the participants.

Results and discussion

Results. The study's participants consisted of 45 students, 28 females, and 17 males, with ages spanning from 19 to 23. Based on the film selection criteria and a student survey, we chose a series of Kazakh and foreign films. The Kazakh film "Kyz Zhibek" and "Romeo and Juliet" were chosen for comparative analysis. For the second pair, "Road to Mother" was selected, and students were given the autonomy to choose a foreign film with similar content for comparison.

"Kyz-Zhibek" is rooted in a 16th-century Kazakh folk tale depicting the tragic love story of a courageous warrior, Tolegen, and the beautiful Zhibek, which ended due to familial strife. "Romeo and Juliet", the comparative piece, is a Shakespearean tragedy revolving around star-crossed lovers whose deaths ultimately reconcile their warring families. Both films, intrinsically analogous in their storylines, offer a vivid depiction of their respective eras' societal conditions and an abundant display of cultural customs and traditions.

"The Road to Mother" portrays the trials of a boy named Ilyas across different challenging historical periods in Kazakhstan: the collectivization era, famine, war years, and the post-war period. This film showcases Ilyas's remarkable resilience, patriotism, and unwavering dedication as he endures life's harsh adversities to return to his mother.

The film-based instruction was divided into three stages. Each stage was complemented by various listening, speaking, and writing assignments pertaining to the film's content. As a culminating task, students produced a comparative video analysis essay on the two films. The comparison varied from social issues highlighted in the films to cultural disparities and the impact of traditions on the protagonists' fates.

Upon completion of the video analysis essays, all students submitted their work to the Peergrade program, which facilitated peer evaluation, commentary, and grading. These assignments provided ample opportunities for students' intellectual growth and the development of their intercultural communication skills.

Post-instruction, students completed a short questionnaire assessing the efficacy of film use in teaching. The questionnaire employed a five-point Likert scale, ranging from "strongly disagree" to "strongly agree." The data collected was then analyzed, and the questionnaire results were as follows:
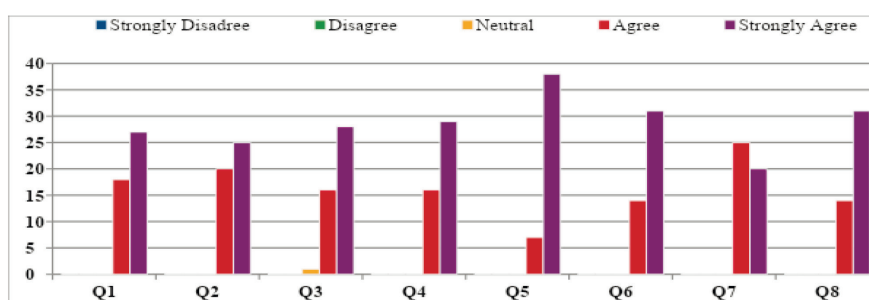

Figure – 1 – Respondents' answers.

The questions that were asked to the respondents are as follows:

Q1 – Films enhance listening comprehension;

Q2 – Classroom film usage boosts interest and motivation in the subject;

Q3 – Films contribute to vocabulary enrichment by introducing new words, terminologies, and linguacultural expressions unique to each nation;

Q4 – Films provide insights into the culture, customs, and traditions of other nations, as well as their political, economic, and social atmosphere, broadening one's worldview;

Q5 – Discussion assignments foster critical thinking skills;

Q6 – Comparative video-analysis essay assignments aid in identifying cultural similarities and differences between one's own and foreign nations;

Q7 – Viewing and discussing film content fosters tolerance, understanding of diversity, philanthropy, generosity, and respect for people of different nationalities and their cultures;

Q8 – Films are highly beneficial in language learning.

This research underscores the invaluable role of films in language instruction, serving not only as a tool to enhance linguistic proficiency but also to foster intercultural communicative competence. The survey results reflect the positive attitudes of students towards this innovative approach, emphasizing films as not only a rewarding and motivational educational instrument but also a medium for facilitating the acquisition of socio-cultural knowledge and intercultural understanding.

Films, with their expansive literary and cultural nuances, offer students an authentic avenue for vocabulary enrichment and practical language application. By presenting language in a natural context, films provide a deep understanding of casual expressions, subtle linguistic variations, and dialect discrepancies, a dimension often missing in traditional textbooks. This resonates with several scholars who advocate for the use of authentic resources like films in language acquisition (Baddock, 1996; Kaiser, 2011; Alluri, 2018).

Film-related assignments, aimed at analyzing, comparing, and discussing cultural norms, traditions, and socio-political issues, have proven to be effective in enhancing students' critical thinking, creativity, and communication skills. These tasks align with the viewpoint of researchers like Kanafieva (2013) who argue that films provide an exceptional platform for understanding and interpreting different cultures.

However, while the advantages are numerous, the study also revealed some challenges that require careful navigation. These include the varying language proficiency levels of students and the careful selection of films. In addition, the highly subjective nature of films, reflecting a director's specific viewpoint, could potentially trigger dissent or controversy among students, necessitating careful management of discussions.

Moreover, if not judiciously selected or discussed, films may inadvertently reinforce stereotypes among students against certain social or cultural groups. This underlines the importance of thoughtful film selection and guided discussions to ensure a balanced and respectful exploration of cultural norms and values.

In conclusion, while films can serve as a dynamic tool in language instruction, successful integration requires a comprehensive approach, taking into account student proficiency levels, careful film selection, and the careful management of discussions to prevent potential conflicts and stereotype reinforcement. Our study thereby contributes to a better understanding of the role of films in language learning. Further research could explore the impact of diverse film genres on language acquisition, scrutinize the effectiveness of various film-oriented activities, or examine the long-term implications of film usage on language proficiency and intercultural competency.

Conclusions

This comprehensive research investigation has highlighted the transformative potential of incorporating films into language instruction, focusing on cultivating intercultural communicative competence and enhancing language proficiency within the Kazakh language context. We assert that this innovative pedagogical approach yields significant benefits including, but not limited to, vocabulary enhancement, enriched understanding of cultural nuances, and heightened student interest and motivation in language learning.

Our unique methodology, which integrates feature films into language instruction, demonstrates how this authentic, real-world medium can serve as a dynamic platform for fostering cultural, cognitive, artistic, and linguistic interests. This approach promotes the development of intercultural competence, nurtures a range of communicative skills, and significantly enriches the language learning process. These skills extend beyond the

classroom, preparing students for the diverse demands of the global landscape.

Furthermore, our study reveals that assignments derived from film content not only foster critical thinking and intercultural comparisons but also cultivate essential life skills such as tolerance, independence, responsibility, and public speaking. The unique amalgamation of these skills enables students to become efficient decision-makers, effective collaborators, and proactive leaders. Additionally, the ability to source and process information is significantly enhanced, underlining the comprehensive skillset that can be acquired through this approach.

While this pedagogical methodology offers a promising avenue for language education, it also necessitates careful implementation. The incorporation of films into language instruction requires due consideration of students' language proficiency levels, careful selection of films to align with learning objectives, and astute management of discussions to ensure respectful exploration of cultural norms and a balanced perspective that deters stereotype reinforcement.

In conclusion, the deployment of films in language education opens up a realm of possibilities, but its potential can only be fully realized through a well-structured and thoughtful approach. Future research could expand on our findings by exploring the impact of different film genres, scrutinizing the efficacy of various film-based activities, and assessing the long-term implications of film usage on language proficiency and intercultural competence. By carefully harnessing the potential of films, we can significantly enhance the landscape of language education and pave the way for an engaging, immersive, and comprehensive learning experience.

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