

## SOCIOCULTURAL INTERFERENCE IN THE FORMATION OF AUDIOVISUAL SKILLS IN THE CONTEXT OF LEARNING GERMAN AS A SECOND FOREIGN LANGUAGE<sup>1</sup>

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### INTRODUCTION

The most significant problem of multilingual teaching is called interference, i.e. the negative influence of the mother tongue and the first foreign language on the second foreign language. Interference covers all language systems – lexical, grammatical, syntactic, spelling, phonetic, and also affects the development of speech activity and non-language behaviour. German researcher M. Rost-Roth<sup>2</sup>, based on the analysis of the works done by foreign students from 1979 to 2004, identified the following aspects of linguistic behaviour that reveal cultural differences: discursive styles (building arguments), contrasts (directness vs. indirectness, expression of disagreement), implementation of discourse types (design and content of an autobiography, personal letter, CV, etc.), implementation of individual phases of conversation (beginning of conversation and greeting; end of conversation and farewell), implementation of individual speech acts (requests, inducements, gratitude, apologies, suggestions). From a didactic point of view, this means that the model of teaching German as a second foreign language should include such tasks that would ensure:

– the possibility of comparing the features of linguistic and non-linguistic behaviour not only in the native and German languages, but also of making a comparative analysis between the three languages: L1 – mother tongue, L2 – first foreign language (English), L3 – second foreign language (German);

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<sup>2</sup> Rost-Roth M. Förderung interkultureller Kompetenzen im Tertiärsprachenunterricht Deutsch nach Englisch. In: *Mehrsprachigkeitskonzept – Tertiärsprachenlernen – Deutsch nach Englisch*. Hrsg. G.Neuner, B.Hufeisen. Srausbourg: Council of Europe, 2003. S. 51-85.

- development of socio-cultural observation in order to identify not only similarities but also differences in the studied foreign languages and in comparison with the mother tongue;

- development of students' self-education competences in learning German, learning to use various foreign language learning strategies mastered in the process of learning the first foreign language;

- development of the necessary professional competences, skills and abilities, such as: information and communication competence, information search and analysis skills, assessment of the reliability of the information source, conversion of verbal text into a table and graphic images (diagrams, tables, graphs) into verbal text, creation of texts in different styles.

In the context of institutes that train specialists in such fields as economics, law, international relations, and journalism, learning a second foreign language has long been the norm. With English dominating as the language of international communication, German is increasingly being taught as a second language. Close economic, political and cultural ties with German-speaking countries determine the demand for German-speaking professionals, while the smaller number of classroom hours allocated for learning a second foreign language and the high requirements for the level of training of graduates require the search for new approaches to teaching German as a second foreign language and the creation of effective methods of teaching socio-cultural competences.

So far, the problem of teaching sociocultural competences in German as a second foreign language based on English has been little researched with regard to the needs of individual specialities, since learning a second foreign language has always been the prerogative of language universities and faculties. We assume that the development of a specific methodology for working with authentic video materials aimed at developing a set of socio-cultural skills of students of non-language universities will contribute to their more effective professional training in a limited number of hours. However, the methodology for developing these competences has not yet been developed, including in the process of teaching audiovisual reception by means of the German language. In addition, the problem of building a set of tasks for working on the elimination of socio-cultural interference based on German television materials has not been sufficiently studied.

Thus, the object of the study is the acquisition of sociocultural competences and the elimination of sociocultural interference in the process of audiovisual reception of German authentic teletext. The subject of the study is the methodology of developing sociocultural competences in teaching audiovisualisation as a basis for successful intercultural professional communication of non-native language university students who learn German as a second foreign language and have a B1 level of proficiency in accordance

with the European Framework of Reference for Languages. The aim of the study is to develop an effective scientifically based set of tasks for German-language television materials aimed at developing socio-cultural competences and eliminating interference in this area in the context of teaching German as a second foreign language and using these skills for professional purposes. To achieve this goal, the following tasks need to be solved:

1) to outline the place of socio-cultural competence in the structure of professional competence of students of non-language universities;

2) to describe the main problems of developing audiovisual reception skills with regard to sociocultural interference;

3) to carry out a linguodidactic analysis of German-language teletext from a socio-cultural approach;

4) to define the principles and criteria for selecting authentic German-language video materials in order to eliminate socio-cultural interference in German as a second foreign language classes;

5) to test a set of tasks for German-language television programmes to develop socio-cultural competence and eliminate socio-cultural interference in the process of audiovisual reception and prepare students for intercultural communication.

### **1. Sociocultural competence and sociocultural interference**

According to the standard of higher vocational education at the bachelor's level (by specialisation)<sup>3</sup> adopted by the Ministry of Education and Science of Ukraine in 2019, graduates must have, among other things, the following competences:

1) general cultural competences: respectful and careful attitude to historical heritage and cultural traditions, tolerance in perception of social and cultural differences; culture of thinking, ability to generalise, analyse, perceive information, set goals and choose ways to achieve them; readiness for social interaction based on moral and legal norms accepted in society, tolerance to other cultures; ability to be guided by moral and legal norms in professional activities;

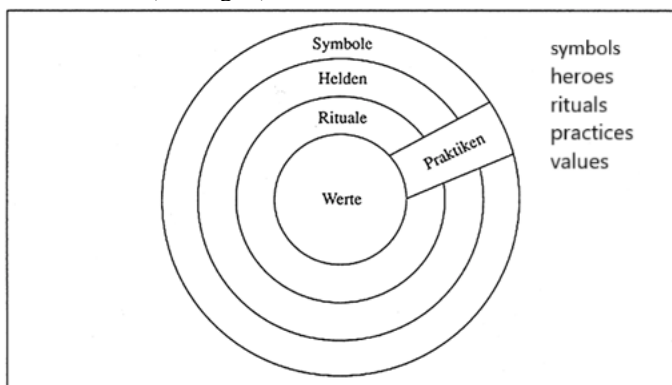
2) professional competences: knowledge of the principles of working with information sources and methods of information collection (observation, work with documents), selection, verification and analysis; knowledge of a foreign language and the ability to use it in connection with professional tasks; ability to select and formulate the actual topic of the material, formulate an idea (or make a scenario development), determine the further course of work; ability

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<sup>3</sup> Стандарт вищої професійної освіти рівня «бакалавр» за напрямом підготовки 061 "Журналістика" [Інтернет-ресурс]. Режим доступу: <https://mon.gov.ua/storage/app/media/vishcha-osvita/zatverdzeni%20standarty/2019/06/25/061-zhurnalistika-bakalavr.pdf>

to collect the necessary information, i.e. work with information sources, apply various methods, carry out its verification, selection and analysis.

The above general cultural and professional competences contain socio-cultural components that allow to cover the maximum possible number of factors contributing to the successful communication of representatives of different cultures. For example, the English researcher J. Lantof<sup>4</sup> puts socio-cultural competence on a par with language, speech and compensatory competences. H. Hofstede in his *Zwiebeldiagramm* (onion chart) clearly presented cultural differences and divided them into four categories: symbols, heroes, values, rituals (see Fig. 1):



**Fig. 1. Manifestations of culture at different levels according to Hofstede<sup>5</sup>**

The upper layer of the onion chart contains symbols, which are often culturally specific. The symbols include:

1) words, idiomatic expressions and speech acts, for example, the word *Familie* in German-speaking countries means primarily father, mother and child, but the word *Dorf* has almost disappeared, and it is common to say *Kleinstadt*. Speech acts include conventional etiquette formulas, a typical example of which is 'Komm mal vorbei!', which literally translates as 'Come in!', which does not actually mean a direct invitation to visit, but is a form of farewell;

2) fashion symbols: names of fashion brands, hairstyles, colours, for example, in German, the colour *blau* means both blue and darkblue, and for

<sup>4</sup> Lantolf J.P. (2000). Sociocultural Theory and Second Language Learning. Oxford: Univ. Press, 2000. 304 p.

<sup>5</sup> Hofstede, G. Lokales Denken, globales Handeln. Kulturen, Zusammenarbeit und Management. München: Beck, 2017. S. 7.

clarification, complex adjectives such as *himmelblau*, *jeansblau*, *dunkelblau*, etc. are used;

3) flags and status symbols (car emblems, football clubs);

4) monuments, for example, the monument to Otto von Bismarck in Hamburg, known for its enormous size and monumental image.

The second layer refers to heroes, i.e. persons (both deceased people and contemporaries, as well as fictional characters) who are significant for a large group of people, for example, representatives of sports, music and cinema, historical characters, etc.

The third layer, rituals, covers conventional behaviours in specific situations, such as greetings and farewells, apologies, approval or rejection. Most often, the behaviour is related to etiquette and good manners, but rituals also include *Gesprächsroutinen* (conversation routines), i.e. the linguistic means used at the beginning of a conversation to maintain and end it: *Grüß Gott! Guten Tag! Moin Moin! Wie geht es? Tschüß! Servus! Malzeit!*

The core of cultural manifestations are values, under which G. Hofstede understands the factors that make up the life orientation of a group of people. Values are understood as a system of priorities that are preferred among other possible circumstances and facts. G. Hofstede, G.J. Hofstede and M. Minkov believe that understanding the values of another culture is most difficult due to the fact that they are not always realised by the representatives of this culture themselves, as they are learned in the early stages of socialisation. On the other hand, values are the least susceptible to change, as they form the basis of the culture and behaviour of representatives of other countries<sup>6</sup>. This necessitates the formation of students' ideas about the system of values (socio-political, socio-economic, religious, philosophical, aesthetic, moral) as fundamental norms that ensure the integrity of the social system.

Among domestic scholars, the problems of developing socio-cultural competence in non-linguistic universities have been studied by H. Panasenko and T. Akopyan<sup>7</sup>. Scholars emphasise the importance of socio-cultural competence, namely the development of a system of knowledge of national and cultural characteristics and realities of another country during learning. In particular, among the structural components of vocationally oriented foreign language teaching, they distinguish socio-cultural knowledge, which „aims to involve students not only in a new way of communication, but also in the culture of the people of the language they learn”<sup>8</sup>. According to their research,

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<sup>6</sup> Hofstede G., Hofstede G.J., Minkov M. *Cultures and organizations: software of the mind, intercultural cooperation and its importance for survival*. New York: McGraw-Hill, 2010. P. 61.

<sup>7</sup> Панасенко Г., Т. Акопян Т. Особливості професійно орієнтованого навчання іноземних мов студентів у немовних вищих навчальних закладах. *Рідна школа*. 2010. № 1-2. С. 30-34.

<sup>8</sup> Панасенко Г., Т. Акопян Т. Особливості професійно орієнтованого навчання іноземних мов студентів у немовних вищих навчальних закладах. *Рідна школа*. 2010. № 1-2. С. 32.

the socio-cultural component in the process of teaching a foreign language „plays an important role in the development of the student’s personality, as it gives an opportunity not only to get acquainted with the cultural heritage of the country whose language is being studied, but also to compare it with the cultural values of one’s own country, which contributes to the formation of the student’s general culture“<sup>9</sup>. The researchers divide socio-cultural knowledge into country studies and linguistics, in which the most important aspect is „the ability to compare the socio-cultural experience of the host nation with one’s own experience“<sup>10</sup>. They conclude that learning a foreign language at a non-language university is not limited to learning the language for special purposes.

The term *interference* is widely used in foreign language teaching methods. According to W. Weinreich, interference is those cases of deviation from the norms of any of the languages that occur in the speech of bilinguals as a result of the fact that they know more than one language<sup>11</sup>. In psychological terms, interference is associated with the interaction of skills in which previously acquired skills have an impact on the creation of new ones. The most common cognitive strategy in L2 learning is transfer, which is interpreted as a complex mental phenomenon whose hidden mechanism allows a person to apply what he or she knows in his or her activities (including speech) in new or relatively new circumstances<sup>12</sup>. Interference, in turn, is a negative result of such a transfer, or negative transfer.

Emphasising the conflictual nature of language interaction, interference is also defined as „a conflictual interaction of cognitive and linguistic mechanisms that manifests itself in a secondary language personality in the form of deviations from the linguistic, discursive, socio-cultural norms of one linguistic culture under the influence of another“<sup>13</sup>. The interference is always caused by the speaker’s attempt to build his statements based on the norms of the native language or the first foreign language, as well as to establish irrelevant connections between the phenomena of the two languages. As a

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<sup>9</sup> Панасенко Г., Т. Акопян Т. Особливості професійно орієнтованого навчання іноземних мов студентів у немовних вищих навчальних закладах. *Рідна школа*. 2010. № 1-2. С. 33.

<sup>10</sup> Панасенко Г., Т. Акопян Т. Особливості професійно орієнтованого навчання іноземних мов студентів у немовних вищих навчальних закладах. *Рідна школа*. 2010. № 1-2. С. 33.

<sup>11</sup> Weinreich U. *Sprachen im Kontakt. Ergebnisse und Probleme der Zweisprachigkeitsforschung*. München: Beck, 1977. 281 S.

<sup>12</sup> Дудолодова А.В. Методика та практика подолання лінгвокультурної інтерференції у процесі підготовки майбутніх викладачів іноземної мови. *Науковий часопис НПУ імені МП Драгоманова. Серія 16: Творча особистість учителя: проблеми теорії і практики*. Вип. 23. К.: НПУ ім. Драгоманова, 2014. С. 85-88.

<sup>13</sup> Дудолодова А.В. Методика та практика подолання лінгвокультурної інтерференції у процесі підготовки майбутніх викладачів іноземної мови. *Науковий часопис НПУ імені МП Драгоманова. Серія 16: Творча особистість учителя: проблеми теорії і практики*. Вип. 23. К.: НПУ ім. Драгоманова, 2014. С. 86.

result, errors and violations of language norms and standards are observed in speech.

An analysis of research in the field of interference shows that scholars' attention is mainly focused on the linguistic aspect of interference, which can manifest itself at the phonetic, grammatical and lexical levels. Unfortunately, this approach does not exhaust the problem of interference, so in the process of training students as mediators in the dialogue of cultures, it is necessary to take into account other types of interference, in particular, socio-cultural interference, which is less studied.

Sociocultural interference is interpreted as a conflict phenomenon that arises in communication on the basis of replacing missing or incomplete concepts of a foreign language culture (in case of their ignorance, misunderstanding, incorrect perception or interpretation) with concepts of one's own culture, and is expressed in speech activity. In the context of intercultural communication, socio-cultural interference is understood as a complete or partial discrepancy between the cultural connotations of linguistic units and extra-linguistic reality, the imposition of which on the semantics of units of other language systems leads to various kinds of communicative misunderstandings. Some researchers distinguish cultural and country interference, i.e. the mutual influence of native speakers' worldviews on the subsequent ones (second and third worldviews and, vice versa, their influence on the native culture), which are formed in the process of learning foreign languages and cultures and manifest themselves at the linguistic, cultural and country levels. In this case, at the cultural level, there are ethnic, value, religious and legal interference; and at the country level, temporal, sensory-spatial, economic and biological-zoological interference.

The formation of socio-cultural competence, and thus overcoming socio-cultural interference, is facilitated by students' awareness of basic cultural concepts, including:

- 1) national character, i.e. an idea of common behavioural patterns and character traits inherent in representatives of a particular linguistic culture;
- 2) perception as assigning value to certain objects or phenomena of life;
- 3) concepts of time, i.e. each culture has its own sense of time and evaluates it differently;
- 4) concepts of space, i.e. the importance of space or distance for communication, for example, interpersonal distance;
- 5) way of thinking as preference for logical or sensual, inductive or deductive type of thinking;
- 6) language as the system of language units of any cultural community reflects its worldview;

7) non-verbal communication as extra-linguistic factors of communication that are of particular importance for its success (kinetics, quasi-language, appearance, etc.);

8) value system. i.e. national values influence the behaviour of native speakers who follow a socially acceptable pattern;

9) social groups, i.e. any society consists of groups (classes, castes, clans, families), and the relations between representatives of different groups can vary significantly, affecting communication.

In order to meet the needs of university students and the state for specialists with sufficient socio-cultural competence, it is necessary to have a modern and effective methodology that would allow achieving significant results in teaching socio-cultural competence in a second foreign language in a short time, and prepare students for intercultural communication with representatives of other nationalities, in particular, with representatives of German-speaking countries.

## 2. Problems of developing audiovisual reception skills

Recently, much attention has been paid to the development of students' ability to work with increasing flows of verbal and visual information. In the context of the globalisation of the information space, there is a need to develop these skills through a foreign language, for example, German as a second language. Nowadays, there is an opportunity to watch films, videos, performances, as well as interactive newspapers and magazines, online versions of major print media and TV channels in a foreign language on a daily basis, which requires the inclusion of authentic video materials and the development of audiovisual reception skills in the content of education. In 2001, pan-European documents, in particular "Common European Framework of Reference for Languages: Learning, Teaching, Assessment" (CEFR)<sup>14</sup>, singled out the audiovisual reception as a separate type of language activity, but the problem of developing audiovisual reception skills has not yet been sufficiently investigated in theoretical and practical terms.

For the first time, visualisation as a specific type of speech activity was proposed by I. Schwerdtfeger<sup>15</sup> in 1989. Later, B. Biechele proposed to consider the understanding of audiovisual texts as a cognitive perception of the communicative situation as a whole. This means decoding the language signs of verbal and non-verbal information, as well as an adequate interpretation of this information, taking into account „factors of national and

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<sup>14</sup> *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* [Интернет-ресурс]. Режим доступа: <https://www.coe.int/en/web/common-european-framework-reference-languages>

<sup>15</sup> Schwerdtfeger I.C. *Arbeit mit Filmen im Unterricht Deutsch als Fremdsprache*. München: Langenscheidt KG, 1989, 192 pp.



cultural specificity of language communication“<sup>16</sup>. B. Biechele proposed the term „audiovisual reception“ (Hör-Seh-Verstehen) to define the complex process of perceiving information transmitted simultaneously through visual and auditory channels. In the national methodology, the term „audiovisual reception“ is used along with the term „audiovisualisation“<sup>17</sup>. Audiovisual reception is now beginning to replace conventional listening, as we cannot ignore the development of modern mass media, the growing role of the Internet and other audiovisual opportunities. As B. Biechele, except for a few cases (telephone conversation, radio broadcast, loudspeaker announcement), listening is accompanied by visual perception, so it is advisable to teach students not only listening but also audiovisual reception<sup>18</sup>. In most communication situations, the recipient is faced not with listening but with audiovisual reception, since television news, interlocutors' stories, actors' performances and even lectures are accompanied by a visual series. In each of these cases, this series will be different, for example, in direct communication with the interlocutor, as well as in actors' performances, gestures, facial expressions, and the environment play an important role. In his research, M. Harms<sup>19</sup> has shown that 70-80% of information is received through visual channels and only 13% through auditory channels. However, many researchers do not distinguish the process of audiovisual reception as a separate type of language activity, but consider the visuals accompanying the audio text only as a way to relieve difficulties or increase students' motivation.

From the linguistic and didactic point of view, teaching audiovisual reception is also important because in this process, students learn to decode not only verbal messages but also to receive information from the interlocutor's gestures and facial expressions, from the characteristics of the environment. It is also worth noting that the socio-cultural background of video materials is much richer than traditional audio text, as the video sequence specifies the language situation, clearly presents all its features (local and temporal), gives an idea of the speakers (their social roles,

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<sup>16</sup> Biechele B. (2000): Praktika im Magisterstudium DaF/DaZ? Implikationen zum Praktikum im Magisterstudiengang „Auslandsgermanistik – DaF/DaZ“ an der Friedrich-Schiller-Universität Jena. In: Ehnert, R.; Königs, F. G. (Hrsg.): Die Rolle der Praktika in der Lehrerbildung (:Materialien Deutsch als Fremdsprache), Regensburg, S. 65-80.

<sup>17</sup> Лісневська А. Л. Аудіовізуалізація у роботі медійника. *Медіафандишффт*. За ред. проф. А.А. Мазаракі. Том 1. Київ: Державний торговельно-економічний університет, 2023. С. 157-179ю

<sup>18</sup> Biechele 2006, с. 275(2006): Film / Video / DVD in Deutsch als Fremdsprache – Bestandsaufnahme und Perspektiven. In: Barkowski, H.; Wolff, A. (Hrsg.): Umbrüche. Materialien Deutsch als Fremdsprache 76, Regensburg, 309 – 328.

<sup>19</sup> Harms, Michael Augen auf im Fremdsprachenunterricht – psychologische und didaktische Aspekte des Lernens mit Bildmedien. In: Duxa, Susanne; Hu, Adelheid & Schmenk, Barbara (Hrsg.) (2005), Grenzen überschreiten. Menschen, Sprachen, Kulturen. Festschrift für Inge C. Schwerdtfeger. Tübingen: Narr. S. 245-256. S. 247

nationality, age, gender, mental and psychological state, belonging to different strata of society, etc.), and gives a visual representation of the different cultural realities of the countries of the target language.

In the study, audiovisual reception is understood as the process of receptive perception and understanding of audiovisual materials that simultaneously transmit audio information and visual information, as well as materials containing figurative and schematic and visual-textual components. In terms of methodology, this poses new challenges in the training of foreign language specialists, in particular, it is necessary to create tasks that would take into account both the verbal and visual components of authentic video materials. Therefore, the problem of using authentic video materials in the second foreign language (German) classroom is not only an urgent methodological task in terms of developing an effective methodology for working with video materials, but also an urgent issue of training specialists.

Teaching listening to foreign language authentic texts is a well-studied problem in the didactic context of secondary schools and language universities. Recently, this problem has been studied in the context of nonlinguistic universities and faculties. Some authors propose using video materials, in particular feature films, to work on the development of different types of speech activities (listening and speaking), with the video sequence playing a supporting role. German didactics B. Biechele<sup>20</sup>, I. Schwerdtfeger<sup>21</sup> and others proposed in their works to consider audiovisual reception as one of the types of receptive language activity that needs to be developed and improved along with such a type of speech activity as listening.

### **3. Methodological principles for creating a set of socio-culturally oriented tasks based on the material of German television**

Taking into account the aims of teaching at non-specialist departments, as well as the peculiarities of teaching German as a second language on the basis of English, and considering German language teaching from the perspective of the sociocultural approach, it seems appropriate to use the term ‘task’ rather than ‘exercise’. Exercises as structural units of the methodological organisation of teaching material are frequently and regularly repeated actions for the purpose of learning and improving performance<sup>22</sup>. Unlike an exercise, a task includes a communicative task and an indication of ways to solve it, the

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<sup>20</sup> Biechele B. (1998): Konstruktivistisch lernen mit Visualisierungen in der interkulturellen Landeskunde. In: Blei, D.; Zeuner, U.(Hrsg.): Theorie und Praxis interkultureller Landeskunde im Deutschen als Fremdsprache. Bochum: Iudicum, S. 30-42; Biechele B. (1998): Wahrnehmen, Verstehen, Lernen – Implikationen für einen Paradigmenwechsel beim Arbeiten mit Bildmedien. In: Was gibt es Neues? Gibt es was Neues? ÖDaF – Mitteilungen, H. 1/1998. S. 18-27.

<sup>21</sup> Schwerdtfeger I. Arbeit mit Filmen im Unterricht Deutsch als Fremdsprache. München: Langenscheidt KG, 1989, 192 S.

<sup>22</sup> Digitales Wörterbuch der deutschen Sprache: <https://www.dwds.de/wb/Übung#d-1-2>

language material with which the task should be realised, and also indicates the ways of possible control or self-control. Since the main purpose of the tasks is to develop students' socio-cultural skills, which create the basis for professional activities in intercultural communication, the main emphasis is not on the development of language skills and abilities, but on the development of strategies for solving various cultural tasks in order to avoid socio-cultural interference. These tasks will allow you to make quicker decisions about choosing the appropriate communicative behaviour, using etiquette forms, determining the social status of the interlocutor and adjusting your own speech and communication behaviour depending on the conditions of a particular language situation in the future, in real communication.

The proposed system of tasks contributes to the development of students' general outlook, tolerance and multicultural competence, ensuring their preparation for intercultural communication. The main principle of the developed set of tasks is the principle of priority of problem tasks, which is due to the need to intensify the process of teaching students German as a second language. The number of hours allocated for learning a second language is small, on average 2-4 classroom academic hours, and the requirements for graduates correspond to level B2 of the European Framework of Reference for Languages. The basis of problem-based learning is the activation of students' cognitive activity, which is understood as the strain of intellectual forces caused mainly by the formulation of problematic questions, cognitive and research tasks. In accordance with this principle, the basis of the developed set of tasks is formed by tasks for collecting, systematising, generalising and interpreting cultural information, which allow students to master strategies of cultural research in a new, unfamiliar cultural environment, to navigate different types of cultures and the norms of communicative behaviour that are related to them. We propose a classification of problem tasks at three levels:

1. At the cognitive level: cultural and cognitive tasks aimed at adequate extraction of information from a foreign language, as well as linguistic and cultural learning tasks with a sociolinguistic dominant, aimed at understanding culture at the level of the meaning of words and phrases, focused on determining the identity of the content of the conceptual systems of representatives of different linguistic societies, and clarifying the figurative representations missing in the experience. Such tasks include composing stories based on a series of images, voicing a video fragment as one of the characters in the programme (journalist, expert, passerby, customer) (at A2-B1 level), as well as thinking about a situation, discussing a drawing, cartoon, etc. (B1 and above).

2. At the interactive level: communicative-pragmatic and perceptual-interactive tasks aimed at activating the acquired knowledge in situations of

interaction in a different culture or with representatives of another linguistic and cultural community. Such tasks include filling in tables and drawing up diagrams based on visual information from a video fragment, interpreting (verbally and in writing) socio-culturally rich symbols: signs, pictograms, diagrams. When teaching German as a second language, these can be tasks that contain the most common place names (*Berlin, München, Hamburg, Köln* as the media capitals of Germany), the names of the largest magazines and newspapers (*Spiegel, Stern, Focus, FaZ, die Welt, Bild*), the names and surnames of the most famous politicians, TV presenters, singers, athletes, etc., the realities of political systems of countries, etc.

3. At the perceptual and axiological level: analytical and modelling tasks aimed at increasing receptivity to cultural phenomena, exploring and understanding cultural differences without condemning them, and realising oneself as a carrier of a particular culture. Students act here as a representative of their native culture, since the role of a representative of a foreign culture and the ability to imagine themselves in this role require a more detailed acquaintance with the phenomena of a foreign language culture, which is impossible in the described version of German language learning.

Perceptual and axiological tasks include tasks aimed at identifying value orientations and possible stereotypical perceptions, as well as evaluation tasks aimed at comparing and contrasting, expressing one's own attitude to cultural phenomena and moral and ethical values. At the same time, simulation tasks are inappropriate for teaching German as a second language, as they require a deeper insight into both the foreign language culture and the learner's own, which is impossible within a limited number of hours.

#### 4. Socio-cultural orientated tasks on German television material

Each type of task listed in Section 3 contributes to the development of students' socio-cultural competence. Let us consider the tasks in more detail:

I. Cognitive linguistic and cultural studies tasks with a sociolinguistic and country studies dominant:

1. To get acquainted with the appearance of vehicles in Berlin and Vienna using the Internet resources offered by the teacher.

2. Answer the questions related to the fragment of the programme: *Telefonieren Sie oft im öffentlichen Verkehr? Worauf muss man dabei achten? Stört Sie, wenn jemand im Bus oder in der U-Bahn telefoniert?*

3. Define words in German: *In diesem Film haben Sie folgende Wörter und Wendungen gehört. Versuchen Sie diese zu definieren. Arbeiten Sie zu zweit! Präsentieren Sie dann Ihre Definitionen im Plenum!*

4. Correlate stable expressions or concepts with an image and definition: *In der Tabelle sehen Sie in der linken Spalte stehende Redewendungen, die mit dem Thema „Verkehr“ verbunden sind. In den 2. und 3. Spalten sind die*

*Bilder und die Erklärungen für diese Begriffe ggf. Idiome. Ordnen Sie Begriffe links entsprechenden Bildern und Erklärungen rechts zu.*

5. Make a story based on a comic book: *Erzählen Sie die Geschichte anhand der Bilderreihe.*

6. Using the Berlin metro map, find ways to get from point A to point B: *Hier ist Berliner Verkehrsnetz. Sie können hier die Linien der U- und S-Bahn sehen. Arbeiten Sie zu zweit! Finden Sie die schnellste und bequemste Möglichkeit das angegebene Ziel zu erreichen.*

## II. Perceptual and axiological tasks:

1. Based on the images, describe what you need to know when buying a ticket from a ticket machine; what types of tickets are available in Germany and Austria, identify their similarities and differences; after studying the instructions for using a ticket machine in Germany, buy a ticket.

2. Find on the Internet the cost of tickets in different cities in Germany and Austria.

3. Observe the behaviour and language of the participants in the programme to answer clarifying questions: *In dieser Sendung antworten auf die Fragen des Journalisten drei Personen: eine Frau, ein junger Mann und ein älterer Herr. Alle drei sprechen ein anderes Deutsch. Was fällt Ihnen auf? Können Sie die Unterschiede bestimmen? Hören Sie bitte aufmerksam zu, passen Sie auf das Äußere dieser Menschen auf!*

## III. Perceptual-pragmatic tasks and interactive communicative-pragmatic tasks:

1. *Vergleichen Sie die Verhaltensregeln im Verkehr in Deutschland mit denen in anderen Ländern, die Sie besucht haben.*

2. *Entwickeln Sie Verhaltensregeln in öffentlichen Verkehrsmitteln für Touristen aus deutschsprachigen Ländern.*

3. *Erstellen Sie einen Leitfaden über die Besonderheiten der öffentlichen Verkehrsmittel für ausländische Studierende an einer deutschen oder österreichischen Universität.*

To develop compensatory competence, we offer tasks such as: *Define a concept or phrase, find the German equivalent of an English loanword (die Rushhour), solve a crossword puzzle.*

We consider it expedient to reflect the following communicative intentions in the tasks for learning in the university educational environment:

– Starting and ending a conversation: greetings, addressing a person taking into account his/her social class, starting and ending a telephone conversation, wishes, congratulations, gratitude, apologies, farewells.

– Inform: *to name, state, present, describe, explain, remind, draw attention to, assure.*

– Express an opinion: *to take a side, to express one's opinion, view on a problem.*

- Value judgements: *praise, approve, express sympathy, disapprove, justify, agree, apologise.*
- Expressing emotions: *sympathy, gratitude, satisfaction, joy, sympathy, admiration, hope, dissatisfaction, concern.*
- Encouragement to act: *ask for help, propose joint action, give advice, recommendation, ask for advice, accept advice, suggestion.*
- Social cooperation: *to ask again, to clarify, to express one's opinion, to express one's dissatisfaction without offending the interlocutor, to thank, to apologise, to invite, to accept or decline an invitation, to greet and accept congratulations, to express condolences and to respond to expressions of condolences.*
- Changing speakers: *politely interrupting, engaging in conversation, asking for the floor.*

At the same time, it seems that students can get acquainted with the following communicative intentions and ways of their implementation for the purpose of self-education: to express indifference, disinterest, relief, antipathy, disgust; to make a toast and respond to it, to give a compliment and respond to it.

In accordance with the selected principles, educational and didactic materials were developed for the German television programme from the Galileo series 'Bus, Bahn. Was ist erlaubt und was was verboten?', as well as other German television programmes: 'Typisch Deutsch', 'Rechtsirrtümer Einkaufen', 'Weihnachtskauf'. Based on these materials, experimental training was conducted, the results of which are described in the next section.

## 5. Experimental testing of the proposed set of tasks on the material of German television

The pilot test of the developed model was conducted in four stages during the autumn semester of 2024:

- 1) initial questionnaire (September 2024 academic year);
- 2) a statement section (mid-September 2024);
- 3) experimental training (September-November 2024);
- 4) experiential learning (December 2014).

The study was conducted among students at the Department of Journalism of the Yuriy Fedkovych National University of Chernivtsi in their 4th year. A total of 16 students took part in the study.

The purpose of the research was to determine the feasibility and effectiveness of the developed methodology for developing students' audiovisual reception skills of authentic video materials of German television. In the course of the experimental testing of the proposed methodology, the main task was to test the developed set of socio-culturally oriented tasks for the development of audiovisual skills of students learning German as a second

foreign language. A set of research methods (questionnaires, experimental training, experiential training, statistical method) was used in the course of the pilot study.

At the first stage, a questionnaire was conducted among 4th year students majoring in 061 – Journalism, who study German as a second foreign language. The purpose of the survey was to find out the level of development of students' socio-cultural competence and sociolinguistic competence as one of its components. The survey was conducted in September 2024. Below are the tasks to test the level of sociocultural competence in German:

1. Sie haben an einer Konferenz teilgenommen und haben dort viele interessante Menschen kennen gelernt. In den nächsten Tagen wollen Sie vielen von diesen Menschen anrufen und einen Termin vereinbaren. Diese Menschen sind Ihre potentiellen Geschäftspartner, Sie sind sehr an den weiteren Kontakten mit Ihnen interessiert. Hier sind einige Visitenkarten. Schreiben Sie zu jeder Karte zwei Sätze, mit welchen Sie das Gespräch am Telefon anfangen werden, und zwar die Begrüßung und die Anredeformel. (Für jeden richtigen Satz bekommen Sie einen Punkt, insgesamt max. 6 Punkte).

A – Prof. Walter Steinbach, Interoptik Schweiz, Geschäftsführer

B – Dr. Michael Wegscheidl, Industrietechnik GmbH. Wien, Generaldirektor

C – Peter Steiner, Schmidtverlag AG München, Dipl. Ing., Direktor.

2. Es gehört in Deutschland zu gutem Ton einander zu verschiedenen Festen Karten zu schreiben. Schreiben Sie bitte zwei Karten an eine der oben angeführten Personen. Sie haben folgende Anlässe – Ostern und Geburtstag dieser Person. Für jede Karte schreiben Sie bitte 5 Sätze, inkl. Anrede und Schlussformel. (8 Punkte)

3. Sie sind vor einem Ihrer Partner zu einer Veranstaltung eingeladen. Leider haben Sie für diese Zeit schon etwas anderes geplant. Lehnen Sie bitte die Einladung möglichst höflich ab. Schreiben Sie bitte 3 mögliche Varianten, je 2 Sätze. (12 Punkte)

4. Ihr Geschäftspartner antwortet auf Ihre Mails nicht. Schreiben Sie ihm noch eine Mail in der sie a) Ihre Ungeduld und Enttäuschung ausdrücken; b) ihn bitten auf Ihre Mail so schnell wie möglich zu antworten; c) Hoffnung auf weitere Zusammenarbeit äußern. Schreiben Sie 6 Sätze. Vergessen Sie nicht die E-Mail richtig zu gestalten (12 Punkte).

5. Können Sie gut unterscheiden, was Sie wem sagen können? (12 Punkte)

Das kann ich während wichtiger Verhandlungen sagen	Das kann ich in Gespräch mit meinen Lehrern sagen	Das kann ich meinen Freunden sagen
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*Das ist ein Quatsch! Ihre Meinung ist interessant, aber ich denke.... Ich bin mit Ihnen nicht ganz einverstanden. Durfte ich Ihnen hier widersprechen? Du irrst dich voll! Was du da redest? Das geht gar nicht! Spinnst du? Leider kann ich nicht Ihnen in diesem Punkt nicht zustimmen....*

The following criteria were taken into account when assessing the answers: linguistic normativity (compliance with grammatical, syntactic and lexical norms), sociolinguistic adequacy of language use, sociocultural sensitivity (ability to draw parallels with English and the native language, to correctly assess a given language situation). For each task, depending on the difficulty, the corresponding points were awarded. The results of the survey are presented in Table 1 (see Table 1):

Table 1

<b>Level of students' socio-cultural competence</b>					
<b>Points (maximum 50 points)</b>	<b>0-10</b>	<b>11-20</b>	<b>21-30</b>	<b>31-40</b>	<b>41-50</b>
Number of students / percentage of the total number of respondents	3 18,8 %	9 56,2 %	4 25 %	0%	0%

The data obtained allow us to conclude that more than 75% of students have a low level of sociocultural competence in German. None of the students could solve all the tasks correctly. The most difficult were the tasks related to idiomatic expressions, but even simple tasks such as *writing a postcard* or *addressing a person using their business card* caused difficulties for many. Typical mistakes included the use of *gratulieren* when writing an Easter greeting card, the wrong choice of forms of address in a letter, etc.

The results of the questionnaire allowed us to conclude that the level of socio-cultural competence does not correspond to the level of students' linguistic competence, since during the first three years of study the main emphasis was placed on students' mastery of the formal side of the language: grammar, lexis, syntax. At the same time, insufficient attention was paid to the development of socio-cultural competence, which led to a large number of errors in the performance of tasks.

The questionnaire was followed by a test in mid-September. The purpose of the assessment was to determine the level of development of listening and audiovisual reception skills. The assessment involved 16 students who took part in the questionnaire. They were asked to watch a short video about a Christmas market in Nürnberg and complete a series of tasks after watching it twice. The students had to answer a number of questions, for which they had to choose the correct strategy of audiovisual reception (selective reception), identify and locate labelled socio-cultural video and audio information, and formulate their answers in German sentences. The main assessment criteria were: adequacy of perception of the video sequence and correct correlation of what was seen with the available knowledge and experience; socio-cultural



observation, i.e. the ability to select culturally specific phenomena in the video sequence; adequacy of the choice of listening strategy for the text accompanying the video sequence.

The results of the assessment showed that the level of development of students' audiovisual reception skills is very low, with the greatest difficulties caused by tasks related to visual reception rather than listening. Most students concentrated on the full understanding of the audio text, ignoring the video sequence, and failed to choose the correct strategy for perceiving audiovisual material. The average score for listening and audio-visualisation skills was 40%, with only 2 students fully coping with the task. The results of the assessment confirmed the need to develop audiovisual reception skills as one of the types of receptive language activity.

The experimental training took place over two months, with classes held once a week (2 hours) due to the need for special equipment to watch the film and perform various tasks. Classes in the control groups were held according to the usual plan, which also included classes once a week, but with different materials.

The experimental training took place over 10 sessions (20 hours) and consisted of the following stages: 1) diagnostic section; 2) actual training; 3) control section. The task of the experimental training was to establish the extent to which the proposed methodology contributes to the development of socio-cultural aspects of audiovisual reception skills, to test the effectiveness of the set of tasks.

In order to solve the tasks set in the experimental training, variable and non-variable conditions were observed. The variable conditions include: 1) approximately the same number of students in groups (8 people each); 2) approximately the same level of language proficiency (A2-B1); 3) simultaneous conduct and identity of the sections; 4) the same number of lessons in the multimedia classroom and the identity of the manuals used in other classes. Variable conditions of the experimental training included the form of training organisation and training content. In the control groups, classes were held according to the traditional method of teaching listening: students listened to texts or watched small fragments of videos (training and partially authentic), analysed vocabulary and grammar, and discussed what they heard/seen. The video played a supporting role, there were no tasks for the development of socio-cultural competences and audiovisual reception skills, the main emphasis was on developing the ability to fully understand the audio text.

In the experimental group, the training was conducted within the framework of the developed methodology based on the principles of the socio-cultural approach to teaching aimed at the consistent development of students' socio-cultural skills, using the developed set of socio-culturally oriented

problem tasks. In the course of the experimental training, authentic video materials and developed sets of culturally oriented tasks were used: „Typisch Deutsch?“ (Galileo), „Kleider machen Leute“ (Galileo), „Sommerjobs“ (Galileo), „Was isst Deutschland“, „Rechtsirrtümer: Einkaufen“ (Galileo), „Bus, Bahn; U-Bahn – was ist erlaubt und was ist verboten?“ (Galileo).

The task of the control section was to determine the level of development of audiovisual reception skills and socio-cultural skills. The following film was offered for the test "Die Erfindung von Currywurst" (Deutsche Welle). Students had to watch the film twice and complete the following tasks:

1. Binden Sie inhaltlich richtige Sätze

Die Verkäuferin	Uwe Timm	Brachte die Currywurst in die DDR
Der Sternekoch	Max Konoppke	Sagt, dass die Currywurst in Hamburg erfunden wurde
Der Ostberliner	Denny Reinhardt	Isst jede Woche mindestens eine Currywurst
Der Imbissverkäufer	Herta Heuwer	Arbeitet bei Curry 24
Der Autor	Tim Raue	Hat sich ihre Currysauce patentieren lassen

2. Die Handlung des Films spielt in Berlin. Nennen sie wenigstens drei Sehenswürdigkeiten, die im Film gezeigt wurden (2 Punkte)

3. Kann man die Wurst schneiden lassen? (1 Punkt) Ja / Nein

4. Seit welchem Jahr gibt es Currywürste in Berlin? (1 Punkt)

5. Wie viele Currywürste werden jährlich in Deutschland gegessen? (1 Punkt)

a. 85 Mio

b. 58 Mio

c. 850 Mio

6. Schreiben Sie das deutsche Synonym zum Wort *Snak* (1 Punkt)

7. Nennen Sie weitere kulinarische Spezialitäten Berlins (4 Punkte).

The results of the diagnostic section are shown in Table 2 (see Table 2).

Table 2

**Results of the diagnostic section**

Number of correct answers	1-5 (less than 60%)	6-7 (60-74%)	8 (75-89%)	9-10 (90-100 %)
Control group (8 students)	2 (25 %)	4 (50 %)	2 (25 %)	0
Experimental group (8 students)	0	3 (37 %)	4 (50%)	1 (12 %)

The results of the diagnostic section showed that the experimental group showed a more significant increase in the proportion of correct answers. In addition, there are no students in the experimental group who gave less than 60% of correct answers, while in the control group there are students who failed the task.

## CONCLUSIONS

The study has revealed the peculiarities of implementing a competence-based approach to the formation of professional foreign language sociocultural competence of graduates of non-native language universities. The data obtained confirmed the correctness of the chosen approach to compiling tasks for authentic video materials and confirmed the hypothesis that the use of the sociocultural approach in the development of a set of tasks for working with authentic German-language video materials will allow to fully reveal their didactic potential and will contribute to the further development of students' sociocultural competence and their professional competence.

The chosen approach to building a set of tasks for authentic video materials makes it possible to compensate for the insufficient number of classroom hours allocated for learning German as a second foreign language, broaden students' horizons, and the wording of tasks and types of tasks contribute to the development of not only students' audiovisual skills, but also their creative abilities and socio-cultural competences.

## SUMMARY

Within the framework of the sociocultural approach, listening and audiovisual reception are considered as a sociocultural activity of decoding national, regional and continental (pan-European) sociocultural concepts and the sociocultural background of the audio material. The paper substantiates the need to distinguish audiovisual reception as one of the types of receptive speech activities in connection with the increasing role of audiovisual reception in the process of meeting the information needs of an individual in the modern media world. The most suitable materials for teaching students audiovisual reception are authentic video materials from German television, which allow to visually present samples of speech and non-speech behaviour of native speakers in various everyday communication situations.

The developed set of culturally-oriented tasks contributes to the development of not only students' foreign language communicative competence, but also their professional competences, including socio-cultural competence, necessary for successful professional activity in intercultural communication. The results of the experimental training confirmed the hypothesis that the effectiveness of developing audiovisual reception skills increases if the methodological dominant in the development of a set of tasks for video materials is problem tasks developed on the principles of the sociocultural approach to foreign language teaching.

The proposed approach can be used in the future to develop task sets for other German-language materials for students who speak German both at the lower level (A2) and at the higher levels (B2-C1). Similar sets of tasks can be

developed taking into account the specifics of professional training of specialists in other fields: economists, diplomats, lawyers, managers.

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