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INTERACTIVE VIDEO-BASED LEARNING FOR DEVELOPING CULTURAL TOLERANCE IN PRESCHOOL FOREIGN LANGUAGE EDUCATION

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Abstract

The development of cultural tolerance in preschool children can be supported through foreign language education when language activities are connected with meaningful situations involving cultural diversity. This paper explores interactive video as a digital educational resource for developing cultural tolerance in preschool foreign language learning. Unlike conventional educational video, interactive video provides children with opportunities to observe a short situation, make a simple choice, predict a character's action, and discuss alternative responses with the teacher. The paper proposes a methodological model in which interactive video is used to integrate foreign-language practice with children's emerging understanding of cultural differences. Particular attention is given to culturally sensitive situations involving greetings, food, clothing, games, family routines, and everyday communication. The proposed methodology includes five stages: preparation, contextual viewing, choice-based interaction, guided cultural interpretation, and communicative consolidation. The teacher's role is defined as that of a mediator who prevents stereotypical interpretations and encourages children to recognize both differences and similarities. The paper also identifies methodological requirements for age-appropriate interactive video, including short duration, limited choice complexity, positive representation of cultural diversity, linguistic accessibility, and integration with face-to-face communication. The proposed approach contributes to the theory and methodology of teaching and upbringing by demonstrating how an interactive digital resource can be systematically incorporated into preschool foreign language instruction for the formation of cultural tolerance.

Keywords: preschool education, foreign language learning, cultural tolerance, interactive video, digital educational resources, intercultural learning, digital pedagogy, teaching methodology.

Introduction

Foreign language education in early childhood can serve as an important context for developing children's first attitudes toward cultural diversity. At preschool age, children are able to recognize differences in language, appearance, food, clothing, celebrations, communication patterns, and everyday routines. However, simply showing children information about another culture does not necessarily result in tolerance. Cultural understanding requires active interpretation, communication, and guided reflection.

Digital educational resources can provide additional opportunities for such interaction. Among these resources, interactive video is particularly promising because it combines visual narrative, spoken language, contextual information, and opportunities for learner response.

Traditional educational video generally places the child in the position of a viewer. Interactive video changes this relationship. At selected points, the child can be asked what a character should do, which expression might be appropriate, which object belongs to a particular situation, or how two situations are similar or different.

For preschool foreign language education, such interaction can be especially useful because children can practice simple foreign-language expressions while simultaneously interpreting a social or cultural situation.

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The purpose of this paper is to develop a methodological model for using interactive video to support the formation of cultural tolerance in preschool children during foreign language learning

1. Interactive Video as a Digital Educational Resource

Interactive video differs from conventional video by introducing points of learner interaction into the viewing process.

A typical activity may follow this structure:

video fragment → pause → question → child's choice → explanation → continuation.

For preschool children, interaction does not need to involve complex digital navigation. A teacher may control the video while children respond orally, point to pictures, select symbols, or discuss possible actions.

This is particularly appropriate for young learners because the digital component remains embedded within social interaction.

Interactive video can perform several methodological functions:

provide contextualized foreign-language input;

demonstrate culturally meaningful situations;

create opportunities for decision-making;

stimulate oral communication;

make cultural differences visible;

support comparison between familiar and unfamiliar practices.

The key methodological point is that the video itself is not the final educational objective. Its function is to create a situation in which children need to observe, interpret, communicate, and respond.

2. Cultural Situations Suitable for Interactive Video

The content of interactive video should correspond to children's everyday experiences.

2.1. Greetings

A video may present children from different cultural contexts greeting one another.

After the first fragment, the teacher pauses the video and asks:

“What are they doing?”

“How do they say hello?”

“How do we say hello?”

Children can select between several visual options or reproduce the expression in the foreign language

The purpose is to show that greeting practices may vary while the communicative intention remains similar.

2.2. Food

A short video may show children eating different foods.

The teacher can introduce foreign-language vocabulary and then ask children to identify foods or choose an appropriate response.

The cultural objective is not to label one food as unusual or strange, but to help children understand that families in different cultural contexts may have different food traditions.

2.3. Clothing

A video can introduce children wearing different forms of everyday or traditional clothing.

Children can identify clothing items in the foreign language and discuss how clothing can vary according to culture, weather, celebration, or personal preference.

2.4. Children's games

Interactive video can demonstrate games played by children in another cultural environment.

At a decision point, children may choose which action comes next or identify similarities with games they know.

This topic is particularly valuable because children can recognize a common human experience — play — while discovering that games and rules may differ.

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2.5. Family routines

A video may present a short everyday routine, such as breakfast, preparing for school, or spending time together.

The teacher can introduce foreign-language vocabulary and ask children to identify similarities and differences between the characters' routine and their own experience.

3. Methodological Model of Interactive Video Learning

The proposed model consists of five stages.

Stage 1. Preparation

Before watching the video, the teacher introduces the key foreign-language vocabulary.

For example, a lesson about greetings may include:

hello;

goodbye;

thank you;

friend;

name.

The teacher also introduces one or two visual images connected with the cultural context.

The purpose is to reduce linguistic difficulty during the subsequent interaction.

Stage 2. Contextual Viewing

Children watch a short video fragment.

The fragment should be sufficiently brief to maintain attention and should focus on one clearly identifiable situation.

The teacher should avoid explaining every cultural detail before viewing. Children first need an opportunity to observe.

Stage 3. Choice-Based Interaction

At a predetermined point, the video stops.

Children are presented with two or three possible actions.

For example:

A child meets a new friend. What can the child say?

A. "Hello!"

B. "Good night!"

C. "Goodbye!"

Children choose an answer and pronounce the corresponding expression.

In culturally oriented activity, the options can also represent different forms of communication.

The objective is not to test children through difficult questions. The objective is to transform passive viewing into active interpretation.

Stage 4. Guided Cultural Interpretation

After children make their choice, the teacher asks simple questions about the situation.

For example:

"Why did you choose this?"

"How do we do this?"

"Is it the same or different?"

"Can people do it differently?"

The teacher introduces the idea that difference does not automatically mean something is wrong.

This is the central stage for cultural tolerance development.

Stage 5. Communicative Consolidation

After the video activity, children participate in a short face-to-face task.

They may:

reproduce a dialogue;

act out the situation;

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practice a greeting;
 classify pictures;
 match words and images;
 discuss similarities;
 perform a simple cooperative activity.

The digital experience therefore leads back to direct communication.

4. Linguistic and Cultural Objectives

One of the methodological advantages of interactive video is the possibility of establishing two interconnected objectives for every activity.

For example:

Video situation	Foreign-language objective	Cultural-tolerance objective
Greeting a new friend	Greeting expressions	Acceptance of different greeting practices
Sharing food	Food vocabulary	Respect for different food traditions
Choosing clothes	Clothing vocabulary	Acceptance of cultural variation in dress
Playing a game	Action vocabulary	Recognition of diversity in children's games
Visiting a family	Family vocabulary	Understanding different everyday routines
Celebrating an event	Celebration vocabulary	Positive attitude toward diverse traditions

This dual objective is essential for the methodology of the proposed approach.

If an interactive video contains only language exercises, it does not necessarily contribute to cultural tolerance.

If it contains only cultural information, its connection with foreign language methodology becomes weaker.

Therefore, each video situation should contain both a language-learning task and a cultural-learning task.

5. Developing Cultural Tolerance Through Choice

The choice mechanism has particular methodological value.

When children choose how a character should respond, they are encouraged to consider the perspective of another person.

For example, a video may show a child receiving an unfamiliar food.

The teacher can ask:

“The food is different. What can the child do?”

Possible responses may include:

look at it;
 ask what it is;
 say “thank you”;
 refuse politely.

The teacher can then explain that people may have different preferences and traditions and that unfamiliarity does not mean that something is bad.

Such activities introduce an early form of perspective-taking.

The child learns that another person's behavior can be understood from the context in which it occurs.

6. Teacher Mediation and Prevention of Stereotypes

Interactive digital resources cannot independently guarantee culturally tolerant learning.

The teacher must carefully mediate children's interpretations.

For example, if a child says:

“They eat strange food,”

the teacher can reformulate the statement:

“It is a food that is new to you. Some people enjoy it, and other people may prefer different food.”

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Similarly, if children encounter unfamiliar clothing, the teacher can explain that clothing can have different cultural, practical, and ceremonial meanings.

The teacher should avoid statements suggesting that all members of a culture behave identically.

Therefore, culturally oriented interactive videos should preferably use formulations such as:

“some people”;

“in some families”;

“in this situation”;

“in some places”;

“people can do this differently.”

Such language helps children develop a flexible understanding of cultural diversity.

7. Requirements for Designing Interactive Videos

For preschool education, interactive videos should meet several methodological requirements.

Short duration

A video segment should be brief and focused on one communicative situation.

Linguistic simplicity

The language should correspond to children's foreign-language level and rely on repetition and visual support.

Limited choice

Two or three options are generally sufficient for preschool learners.

Clear visual information

Children should be able to understand the main situation without relying on complex verbal explanations.

Cultural balance

Different cultures should not be presented only through festivals, costumes, or unusual traditions. Everyday life should also be represented.

Positive representation

Characters from different cultural backgrounds should be presented as ordinary participants in meaningful social situations.

Teacher-controlled interaction

The teacher should remain able to pause, explain, repeat, and discuss the material.

Transition to real communication

Digital interaction should be followed by face-to-face communication, movement, play, or another social activity.

8. Methodological Sequence of a Sample Lesson

A complete interactive-video lesson may be organized as follows.

Topic

“Meeting a New Friend”

Foreign-language objectives

Children learn and practice:

hello;

my name is...;

what is your name?;

nice to meet you.

Cultural objective

Children recognize that forms of greeting can differ across cultural contexts while expressing similar social intentions.

Lesson sequence

1. Warm-up

The teacher introduces the vocabulary through pictures.

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2. First video fragment.

Children observe two children meeting.

3. Interactive pause.

The teacher asks what the characters can say.

4. Language practice.

Children repeat the selected expression.

5. Second video fragment.

The characters use another culturally appropriate form of greeting.

6. Comparison.

Children identify similarities and differences.

7. Role-play.

Children practice two or more forms of greeting.

8. Reflection.

The teacher asks: “Can people greet each other differently?”

This sequence integrates digital resources, foreign-language learning, cultural content, and direct communication.

9. Expected Educational Outcomes

The proposed methodology is expected to support development in three interconnected areas.

Foreign-language development

Children receive contextualized opportunities to:

hear foreign-language speech;

recognize vocabulary;

repeat expressions;

respond to simple questions;

participate in short dialogues.

Cultural awareness

Children gradually learn that:

people may communicate differently;

everyday practices may vary;

families may have different traditions;

children in different countries may play different games;

different practices can have meaningful cultural explanations.

Cultural tolerance

Through repeated choice, comparison, and discussion, children may gradually demonstrate:

greater curiosity toward unfamiliar practices;

reduced tendency to label differences as “wrong”;

willingness to communicate with culturally unfamiliar characters;

recognition of similarities between people;

acceptance of different ways of performing familiar activities.

These outcomes should be examined through systematic pedagogical observation rather than assumed solely from children's participation in digital activities.

10. Methodological Significance for 13.00.02

The proposed approach has direct relevance to the theory and methodology of teaching and upbringing because it addresses the organization of the teaching process rather than technology in isolation.

Its methodological structure can be represented as:

digital interactive situation → foreign-language task → child's choice → cultural interpretation → interpersonal communication → tolerance-oriented reflection.

This structure demonstrates how a digital educational resource can become part of a purposeful pedagogical methodology.

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The principal methodological innovation lies in the use of choice-based interactive video situations to connect foreign-language communication with children's interpretation of culturally diverse behavior.

The teacher does not simply demonstrate cultural differences. The teacher creates conditions in which children have to observe a situation, make a communicative choice, explain or discuss that choice, and recognize that alternative cultural practices may be legitimate.

Conclusion

Interactive video represents a promising digital educational resource for integrating foreign language learning with the development of cultural tolerance in preschool education. Its methodological potential is associated not merely with audiovisual presentation but with the possibility of transforming children from passive viewers into active participants in culturally meaningful situations.

The proposed five-stage model — preparation, contextual viewing, choice-based interaction, guided cultural interpretation, and communicative consolidation — provides a systematic framework for integrating interactive video into preschool foreign language instruction.

The central pedagogical principle is that children should not only see cultural differences, but should have opportunities to interpret them, discuss them, compare them with familiar practices, and communicate positively within culturally diverse situations.

Interactive video can therefore occupy a specific place among digital educational resources used in preschool foreign language methodology. When supported by appropriate teacher mediation, age-appropriate language, culturally balanced content, and subsequent face-to-face interaction, it can contribute simultaneously to foreign-language development and the formation of children's emerging cultural tolerance.

Further research should examine the effectiveness of different types of interactive video tasks, the optimal frequency and duration of their use, and the relationship between children's choice-making behavior and changes in their attitudes toward cultural diversity.

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