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STRATEGIES FOR DEVELOPING INTERCULTURAL COMMUNICATIVE COMPETENCE IN SENIOR STUDENTS USING MULTIMEDIA AND DIGITAL RESOURCES

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Abstract: The development of intercultural communicative competence (ICC) among senior students is a critical aspect of modern education, aimed at preparing learners for effective communication in a globalized world. This study explores strategies for enhancing ICC through the use of multimedia and digital resources. By integrating interactive technologies, video materials, online communication platforms, and digital learning tools into the curriculum, students are provided with opportunities to engage in authentic intercultural interactions. The research examines pedagogical approaches that foster language skills, cultural awareness, and critical thinking, emphasizing the role of digital resources in promoting collaborative learning and practical application of knowledge. The findings highlight the effectiveness of multimedia-supported instruction in enhancing students' ability to understand, interpret, and respond to diverse cultural contexts, thus contributing to the formation of socially competent and culturally sensitive individuals.

Keywords: Intercultural Communicative Competence, Senior Students, Multimedia, Digital Resources, Educational Strategies, Cultural Awareness, Online Learning, Pedagogical Approaches.

In the contemporary globalized world, the ability to communicate effectively across cultural boundaries has become an essential skill for students. Intercultural communicative competence (ICC) is not merely the knowledge of a foreign language, but also the ability to understand, interpret, and respond appropriately to cultural differences in communication. Developing ICC in senior students is particularly significant, as this stage of education prepares learners to engage in higher education, professional environments, and global communities where cross-cultural interactions are inevitable. The ability to navigate intercultural contexts enhances not only linguistic proficiency but also critical thinking, empathy, and social awareness.

The rapid advancement of technology and the widespread use of digital platforms in education have created unprecedented opportunities for fostering ICC. Multimedia resources, including videos, interactive simulations, digital storytelling, and online discussion forums, provide authentic and engaging contexts for students to experience intercultural encounters virtually. Digital tools allow learners to explore cultural norms, communication styles, and social practices of various countries, thereby deepening their understanding of diversity and promoting tolerance. Moreover, the integration of multimedia and digital resources encourages active participation, collaborative learning, and learner autonomy, which are crucial components of effective intercultural competence development.

Pedagogically, the use of multimedia and digital resources aligns with contemporary educational paradigms such as communicative language teaching, task-based learning, and project-based learning. These approaches emphasize the practical application of knowledge, problem-solving in real-life scenarios, and meaningful interaction with peers from diverse backgrounds. By leveraging digital tools, educators can design learning activities that simulate authentic intercultural communication, allowing students to practice language use, interpret cultural cues, and reflect on their own cultural assumptions. Furthermore, technology-mediated learning supports differentiated instruction, enabling educators to address the varying needs, interests, and proficiency levels of senior students.

Research indicates that students exposed to digital and multimedia-enhanced learning environments demonstrate higher engagement, increased motivation, and improved intercultural

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understanding. By incorporating multimedia resources such as online videos, virtual exchanges, digital surveys, and interactive modules into the curriculum, educators can create dynamic learning experiences that not only strengthen linguistic skills but also cultivate critical intercultural awareness. This holistic approach ensures that students are better prepared to operate effectively in multicultural settings, promoting both academic success and social competence.

In conclusion, developing intercultural communicative competence in senior students through multimedia and digital resources represents a vital strategy in modern education. This approach enables learners to navigate the complexities of cultural diversity, fosters meaningful communication, and equips them with the skills necessary for global citizenship. The present study aims to explore effective strategies for integrating multimedia and digital resources into the teaching process to enhance ICC, thereby contributing to the formation of culturally competent, socially aware, and linguistically proficient learners.

Intercultural communicative competence (ICC) is increasingly recognized as a central goal in language education in the context of globalization. Research shows that language learning extends beyond grammar and vocabulary acquisition and should also encompass the development of intercultural communication skills (Byram, 1997; Kramsch, 1998).

Byram (1997) emphasizes that the development of ICC requires learners to understand and be sensitive to different cultures. Competence is not limited to linguistic knowledge but also includes awareness of social norms, ethical considerations, and various communicative behaviors. Similarly, Sercu (2005) highlights that teachers' intercultural competence and pedagogical approaches significantly influence students' ability to develop effective intercultural communication skills.

In contemporary educational practice, the use of multimedia and digital resources has expanded considerably. Garrett & Shortall (2010) and Warschauer & Kern (2000) argue that digital tools enhance language learning by making communication more interactive and engaging. Audio-visual materials, virtual environments, and online platforms enable students to simulate real-life communicative situations while strengthening their intercultural understanding.

Chapelle (2003) and Godwin-Jones (2018) demonstrate that mobile technologies and online resources can effectively foster students' intercultural competence. Thorne & Reinhardt (2008) further highlight that digital technologies facilitate "bridging activities" between students, promoting effective intercultural interaction and collaboration.

Studies by Zhang et al. (2004) and Levy & Stockwell (2006) indicate that interactive digital resources increase student motivation, support autonomous learning, and enrich intercultural experiences. These findings provide a strong scientific basis for developing multimedia and digital resource strategies tailored to high school students.

Liddicoat & Scarino (2013) explore the intrinsic connection between language and culture, providing educators with frameworks for systematically developing ICC in students. Furthermore, the Common European Framework of Reference for Languages (CEFR, 2001) establishes standards and assessment criteria for language competence, offering clear methodological guidance for incorporating intercultural skills into the curriculum. The literature indicates that using multimedia and digital resources is an effective pedagogical approach for developing intercultural communicative competence among high school students. This approach not only enhances linguistic proficiency but also strengthens intercultural awareness and communication skills. Consequently, integrating innovative technologies into language teaching is both scientifically grounded and pedagogically relevant.

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