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## **Enhancing Foreign Language Professional Communication Skills Using Authentic Video Materials (A Case Study of German Language)**

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**Abstract:** *Professional communicative competence is the integration of linguistic, sociocultural, and professional knowledge necessary for effective communication in a professional environment. One of the most effective tools for developing this competence is the use of authentic video materials. These materials are particularly useful in the German language, as Germany is a key partner in many engineering and technical fields. The aim of this article is to explore the approaches and practical methods for developing professional communicative competence in students through the use of German-language video materials.*

**Key words:** *non-linguistic university students, foreign language learning, video materials, foreign language professional communicative competence, methodology of formation.*

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### **Introduction:**

Modern trends in higher education demand that students not only know a foreign language but also have the ability to apply it in professional situations. This is especially relevant in the context of the internationalization of the labor market and the rapid development of digital technologies. Foreign language professional communicative competence is seen as a combination of speech, linguistic, sociocultural, and sociolinguistic knowledge, as well as skills and abilities required for professional-oriented communication. It involves choosing appropriate strategies and methods for communication in intercultural professional interaction [1, p. 98]. Foreign language professional communicative competence is closely linked to other competencies: developing (readiness for self-education), activity-based (experience in planning strategies and achieving goals), and intercultural strategic (ability to adapt communication strategies) competencies. These competencies are part of the overall competence of non-linguistic university master's students. The formation of foreign language professional communicative competence consists of several stages. Each stage corresponds to the use of specific

technologies, the development of various language skills, and the formation of foreign language communicative abilities. Students gradually master the speech acts of scientific communication, which are fundamental to speech activities as a result of education.

### **Literature review:**

Research shows that using video materials in teaching contributes not only to the development of language skills, but also to the cultural awareness of students. For example, the work of L. P. Romanova and L. A. Tarasova confirms that the integration of video content reflecting the cultural characteristics of professional activity improves students' understanding of the specifics of working in international teams [10,210]. As confirmed by Tatiana Gavrilova's research, regular work with authentic audiovisual materials improves speech perception skills and makes students more confident in real communication. This helps overcome the barrier in understanding speech in real-life situations, which is crucial for professional communication [6, 12].

### **Results and discussions:**

The formation of professional communicative competence is pragmatic in nature, based on its classification and characteristics. Society's social order is focused on preparing specialists who have foreign language proficiency sufficient for professional intercultural communication (conducting presentations, correspondence and negotiations with colleagues in professional settings, working with documents, preparing analytical reports and presentations, participating in joint technological developments and international conferences) in their future careers. One of the most significant aspects of using authentic video materials is the improvement of listening skills. In real life, students often encounter language barriers such as differences in accents, speech speed, or complex terms that are unlikely to be encountered in standard educational materials. Working with video helps improve the perception of these various elements of language. Students studying the German language may face accent differences between speakers from different regions of Germany (for example, from Bavaria or Hamburg). Using videos with live reports, interviews, and business presentations allows students to become accustomed to the real sound of the language, which increases their confidence in understanding spoken language. Authentic video materials provide valuable information about real professions in demand on the international labor market and allow students to familiarize themselves with key terms and phrases used in their professional field. These include terms such as „innovation“, „technologie“, „arbeitsmarkt“, „startups“, „ingenieurwesen“ und „digitalisierung“, which appear in the context of specific industries like engineering, technology, medicine, and economics. A student studying engineering can watch a video on innovations in mechanical engineering, where the latest developments in automation are discussed. Video materials that use real technical terms and situations allow students to learn the language in the context of their professional interests, which contributes to better assimilation of the material and enhances professional literacy.

According to the study by G. A. Mironova the use of videos in the context of professional subjects contributes not only to the improvement of language proficiency but also to a deeper understanding of the specifics of the profession, which is especially important for students of technical and engineering specialties [9, 58]. Professional communicative competence is not limited to language skills; an important aspect is the ability to correctly interpret and adapt to cultural differences in a professional environment. Authentic video materials allow students to become more aware of the cultural features and social norms typical of a given country, which is especially important in an intercultural context. Watching videos with interviews of German entrepreneurs or specialists working in international companies allows students to see not only the language but also the typical communication styles of

these professionals in Germany. Students can also study how business culture in Germany differs from the culture in their home country.

Intercultural communication is an important part of foreign language professional communicative competence. As J. W. Bennett states, studying real cultural practices through authentic materials contributes to a deeper understanding of intercultural differences and helps students better adapt to a professional international environment [5]. Working with video materials has a clear advantage in terms of motivation. Video content is more engaging than traditional textbooks and can significantly increase student involvement. This is especially important for students who often encounter monotonous learning approaches and need additional stimuli to participate actively in the learning process. Students can watch videos discussing innovations in environmental engineering, and these video materials may inspire them to seek solutions to current environmental issues, thereby increasing their motivation to learn German. Studies, such as those by V. V. Kapelyushnikova shows that video-based learning, in addition to increasing interest, helps improve student engagement in the learning process [8, 87]. Students who have the opportunity to use authentic video materials are more likely to continue their education, as the materials are relevant to their future professional lives. Authentic video materials help not only in language learning but also in developing analytical thinking and the ability to perceive critically information. These skills are essential in professional life, where students need to assess situations, propose solutions, and analyze data.

A student watching a video discussing trends in the labor market may be asked to perform an exercise related to analyzing these trends and proposing which professions will be in demand in the future and why. This exercise develops not only skills in text analysis but also the ability to express thoughts in German, supporting conclusions with arguments. Studies on the development of critical thinking, such as those by I. A. Zimnyaya asserts that video materials stimulate students to deeply reflect on information, which contributes to the development of cognitive and analytical skills that are crucial in professional life [7,34].

## Conclusion

The use of authentic video materials in foreign language education, especially in German, has proven its effectiveness in developing foreign language professional communicative competence. This method not only improves language skills but also fosters a deeper understanding of the professional environment, intercultural differences, and current issues in various industries. Incorporating authentic video materials into the learning process helps students actively engage in learning, develop critical thinking, and prepare for international professional activities.

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