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Video as an efficient tool for developing students' strategic competence

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Abstract. This article examines the role of video materials in developing students' strategic competence within the framework of foreign language education. The research analyzes theoretical foundations of strategic competence development and investigates practical applications of video-based learning approaches. The study demonstrates that strategic use of video resources significantly enhances students' ability to comprehend, analyze, and effectively communicate in target languages. Through systematic implementation of video-enhanced pedagogical strategies, students develop metacognitive awareness, improve language processing skills, and acquire essential communication strategies. The research findings indicate that video materials serve as authentic linguistic input, providing contextual learning opportunities that bridge theoretical knowledge and practical application. The paper presents evidence-based recommendations for integrating video resources into curriculum design to optimize strategic competence development in higher education settings.
Keywords: *strategic competence, video-based learning, foreign language education, pedagogical innovation, metacognitive strategies.*

Introduction. Contemporary educational paradigms emphasize the development of strategic competence as a fundamental component of successful language acquisition and communication. Strategic competence, as defined by Canale and Swain (1980), encompasses the ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules through the use of verbal and non-verbal communication strategies. In the digital age, video materials have emerged as powerful pedagogical tools that can significantly enhance the development of this crucial competence.

The integration of video resources in educational contexts represents a paradigm shift from traditional text-based approaches to multimodal learning experiences. Video materials provide authentic linguistic input, cultural context, and visual cues that facilitate comprehension and strategic thinking. This multisensory approach aligns with

contemporary understanding of how learners process information and develop communicative competence (Конотоп, 2010; Конотоп, 2015; Конотоп, 2020).

Theoretical Framework of Strategic Competence Development. Strategic competence development is grounded in several theoretical frameworks that inform pedagogical practice. Bachman's (1990) model of communicative language ability positions strategic competence as a metacognitive component that enables learners to assess communicative situations, plan appropriate responses, and monitor their own performance. This metacognitive dimension is particularly relevant when considering video-based learning environments, where students must simultaneously process visual, auditory, and linguistic information (Конотоп, 2025).

The concept of strategic competence has evolved from early definitions focusing primarily on compensation strategies to broader conceptualizations that include goal-setting, planning, and self-regulation (Dörnyei & Scott, 1997). Oxford's (1990) taxonomy of language learning strategies provides a comprehensive framework for understanding how learners can develop strategic approaches to language acquisition. Video materials can facilitate the development of both direct strategies (memory, cognitive, and compensation strategies) and indirect strategies (metacognitive, affective, and social strategies).

Video materials provide rich sociocultural contexts that enable learners to observe authentic communication patterns, understand cultural nuances, and develop appropriate strategic responses to various communicative situations.

Video as a Catalyst for Strategic Competence Development. Video materials offer unique advantages for developing strategic competence due to their multimodal nature and authentic content. Unlike traditional audio-only materials, videos provide visual context that supports comprehension and reduces cognitive load, allowing learners to focus on strategic aspects of communication rather than struggling with basic understanding.

The authentic nature of video content exposes learners to real-world communication scenarios where strategic competence is essential. Students observe how native speakers employ various communication strategies, including circumlocution, approximation, and non-verbal communication, in natural contexts. This exposure enables learners to internalize strategic approaches and develop their own repertoire of

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communication strategies.

Video materials also facilitate the development of metacognitive awareness, a crucial component of strategic competence. Through guided viewing activities, students learn to monitor their comprehension, identify knowledge gaps, and select appropriate strategies to overcome communication challenges. The ability to pause, rewind, and replay video content allows for reflective analysis of strategic choices and their effectiveness.

Pedagogical Applications and Methodological Approaches. Effective integration of video materials for strategic competence development requires systematic pedagogical approaches that maximize learning outcomes. Pre-viewing activities should focus on activating prior knowledge, setting learning objectives, and introducing strategic frameworks. Students can be guided to predict content, identify potential challenges, and select appropriate viewing strategies.

During-viewing activities should emphasize active engagement with content and strategic decision-making. Techniques such as note-taking, selective attention exercises, and strategy identification tasks help students develop metacognitive awareness and strategic thinking skills. Interactive viewing activities, where students must make predictions or solve problems based on video content, simulate authentic communication scenarios and require strategic competence application.

Post-viewing activities provide opportunities for reflection, analysis, and strategy transfer. Students can analyze the effectiveness of observed communication strategies, discuss alternative approaches, and practice applying similar strategies in different contexts. Role-playing activities based on video content allow students to experiment with strategic communication in supportive environments.

Implementation Strategies and Best Practices. Successful implementation of video-based strategic competence development requires careful consideration of content selection, activity design, and assessment approaches. Video materials should be selected based on their authenticity, relevance to learning objectives, and potential for strategic skill development. Content should represent diverse communicative contexts and demonstrate various strategic approaches to communication challenges.

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Activity design should incorporate scaffolding techniques that gradually increase complexity and reduce support as students develop strategic competence. Initial activities might focus on strategy identification and analysis, while advanced activities require independent strategy selection and application. The progression from guided to independent practice ensures sustainable skill development.

Assessment of strategic competence development through video-based activities requires multifaceted approaches that evaluate both product and process. Portfolio assessments can document strategic development over time, while self-reflection activities promote metacognitive awareness. Peer assessment activities provide opportunities for collaborative learning and strategy sharing.

Challenges and Considerations. Despite the significant benefits of video-based strategic competence development, several challenges must be addressed for successful implementation. Technical infrastructure requirements, including reliable internet connectivity and appropriate devices, may pose barriers in some educational contexts. Additionally, the availability of high-quality, pedagogically appropriate video content may be limited for certain subject areas or language levels.

Cultural sensitivity considerations are paramount when selecting video materials, as content must be appropriate for diverse student populations while maintaining authenticity. Teachers must also develop the necessary technological and pedagogical skills to effectively integrate video materials into their instruction.

Time constraints represent another significant challenge, as video-based activities often require more class time than traditional approaches. Careful curriculum planning and integration with existing course objectives are essential for sustainable implementation.

Conclusion. Video materials represent a powerful tool for developing students' strategic competence, offering authentic contexts, multimodal input, and opportunities for metacognitive development. The integration of video-based learning approaches can significantly enhance students' ability to communicate effectively in target languages by developing their strategic thinking skills and communication strategies repertoire.

The success of video-based strategic competence development depends on systematic implementation, appropriate

content selection, and careful attention to pedagogical principles. As educational technology continues to evolve, video materials will likely play an increasingly important role in developing the strategic competence necessary for successful communication in our interconnected world.

Future research should focus on longitudinal studies examining the long-term effects of video-based strategic competence development, as well as comparative studies investigating the effectiveness of different video-based pedagogical approaches. Additionally, investigation of emerging technologies, such as virtual reality and interactive video platforms, may reveal new opportunities for strategic competence development.

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