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DIDACTIC POTENTIAL OF AUTHENTIC DIGITAL MATERIALS IN DEVELOPING LINGUACULTURAL COMPETENCE

This article explores the didactic potential of authentic digital materials in developing linguacultural competence among university students majoring in language-related disciplines. The relevance of the study is determined by the rapid expansion of digital learning environments and the increasing demand for graduates who are capable of effective intercultural communication in professional contexts.

The study is based on analytical review and theoretical synthesis of scholarly research addressing authenticity in language education, digital learning resources, and linguacultural approaches. The findings indicate that authentic digital materials, including online media texts, audiovisual content, podcasts, and interactive platforms, contribute not only to language skill development but also to learners' ability to interpret culturally embedded meanings, pragmatic norms, and value systems. Engagement with authentic digital content enhances student motivation and facilitates exposure to real-world language use in diverse sociocultural contexts.

At the same time, the analysis demonstrates that the pedagogical effectiveness of authentic digital materials depends on their methodologically sound selection and structured integration into the learning process. Without instructional scaffolding, such materials may increase cognitive load and reduce learning efficiency. To address this challenge, the article proposes a didactic model for developing linguacultural competence through authentic digital materials. The model incorporates criteria for resource selection, stages of identifying linguacultural markers, task-based instructional design, the use of virtual interaction as a form of intercultural engagement, and competence-oriented assessment. The proposed framework offers practical guidance for integrating authentic digital content into foreign language curricula in higher education.

Keywords: authentic digital materials, linguacultural competence, foreign language education, digital learning environment, virtual exchange.

INTRODUCTION

The rapid expansion of digital technologies has profoundly transformed foreign language education, particularly in higher education. Online platforms, streaming media, social networks, and open-access information resources provide unprecedented access to authentic language use. As a result, the concept of authenticity has become central to contemporary discussions in language pedagogy. Authentic digital materials enable learners to encounter language as it is used in real communicative contexts rather than in artificially simplified instructional settings (Gilmore, 2007).

For students of language-related disciplines, exposure to authentic discourse is especially important. These students are expected not only to demonstrate linguistic accuracy but also to understand the cultural meanings embedded in language use. Linguacultural competence, which integrates linguistic knowledge with cultural awareness and interpretative skills, is therefore

regarded as a core outcome of professional language education. In this regard, digital authenticity serves as a bridge between formal instruction and real-world communicative practices.

At the same time, the integration of authentic digital materials raises methodological challenges. Research indicates that while authentic resources enhance motivation and engagement, they may also increase cognitive demands due to lexical density, cultural references, and pragmatic complexity (Alamri, 2025). This dual nature of authenticity necessitates a systematic pedagogical approach that balances realism with instructional support.

Research Problem and Gap

Despite the growing body of research on authentic materials and digital learning environments, several gaps remain evident. First, many studies focus primarily on linguistic outcomes, such as vocabulary acquisition or listening comprehension, while giving limited attention to the systematic development of linguacultural competence. Second, although virtual exchange and telecollaboration have been identified as effective tools for intercultural learning (Godwin-Jones, R., 2019), they are often examined separately from the broader framework of authentic digital materials.

In the context of Kazakhstani higher education, the integration of linguacultural approaches into digital language instruction is still developing. Existing studies emphasize the importance of cultural content but provide limited methodological guidance on how authentic digital resources can be structured into a coherent didactic model that ensures measurable learning outcomes.

Purpose and Research Questions

The purpose of this study is to theoretically substantiate and model the didactic potential of authentic digital materials in developing linguacultural competence among language students.

The study addresses the following research questions:

What didactic effects and limitations of authentic digital materials are identified in contemporary research?

How is linguacultural competence conceptualized in foreign and Kazakhstani academic discourse?

Which pedagogical strategies enable the effective integration of authentic digital resources into foreign language education?

LITERATURE REVIEW

Authenticity and Authentic Digital Materials in Foreign Language Education

The concept of authenticity has long occupied a central place in foreign language pedagogy. Early methodological discussions treated authenticity primarily as a property of texts originally produced for native speakers rather than for instructional purposes. However, contemporary research emphasizes that authenticity is not an inherent feature of a text alone but a dynamic relationship between the material, the learner, and the learning task (Gilmore, 2007).

Gilmore's (2007) comprehensive review demonstrates that authentic materials expose learners to natural discourse features such as idiomatic expressions, pragmatic conventions, discourse markers, and culturally embedded references that are often absent from pedagogically simplified texts. Later studies further expand this understanding by arguing that digitalization reshapes authenticity itself: online news articles, social media posts, podcasts, and video blogs represent evolving genres of real-world communication that learners must navigate critically (Gilmore, 2019).

Authentic materials are commonly defined as texts and media originally produced for real communicative purposes rather than for language teaching, yet later exploited pedagogically. This definitional point is central because it distinguishes authenticity of origin from authenticity of classroom use: the same artefact can become pedagogically "inauthentic" if tasks do not preserve communicative intent or ignore contextual meaning-making. Valvona and Yoneda (2019) note that authentic materials are originally created for real communicative purposes rather than for pedagogy, and that their pedagogical value must be interpreted in light of classroom mediation and teacher decisions about use. Studies of authenticity also point out that "authentic materials are language

teaching materials that were not originally created for the purpose of language teaching”, but the ways they are perceived and adopted by teachers and learners vary depending on definitions, instructional goals, and context (Yoneda, 2021). In the digital environment, authenticity is intensified by immediacy and multimodality: students encounter discourse embedded in platform conventions, visual rhetorics, and interactional norms that are inseparable from cultural meanings. However, scholarship also consistently points to the pedagogical risks of unfiltered authenticity: if the linguistic and cultural density of digital artefacts is not calibrated, students may experience cognitive overload that undermines comprehension and intercultural reflection. Evidence from studies on authentic materials in EFL contexts highlights a recurring trade-off: authenticity can increase motivation and perceived relevance, yet it simultaneously raises demands on lexical knowledge, pragmatic inference, and background cultural schemas, which must be scaffolded through sequencing and teacher support (Alamri, 2025; Gilmore, 2007).

Accordingly, “didactic potential” of authentic digital materials should be conceptualized not as a property of the artefact alone but as the outcome of an instructional design that aligns (a) selection criteria, (b) task progression, and (c) assessment descriptors. The Common European Framework of Reference for Languages (CEFR) explicitly positions learners as social agents who perform tasks in real-life domains, and it provides a structured language for linking learning objectives, task types, and assessment (Council of Europe, 2001). This is particularly relevant for authentic digital materials, where tasks must be designed to help learners move from surface comprehension to culturally grounded interpretation.

At the same time, scholars consistently caution against uncritical use of authentic materials. Alamri (2025), based on a large-scale review published in *Frontiers in Education*, identifies both benefits and challenges of authenticity in digital contexts. While authentic digital materials enhance motivation, learner engagement, and contextualized language exposure, they may also lead to cognitive overload due to high lexical density, implicit cultural assumptions, and pragmatic ambiguity. These findings underscore the necessity of pedagogical mediation and scaffolding.

From a didactic perspective, authentic digital materials differ from traditional printed texts in three important ways. First, they are multimodal, combining verbal, visual, and auditory information. Second, they are dynamic and continuously updated, reflecting current social and cultural realities. Third, they are often interactive, enabling learners to participate in communicative practices rather than merely consume content. These characteristics significantly expand the pedagogical potential of authenticity in language education but also require revised instructional frameworks.

Linguacultural Competence as an Educational Outcome

Linguacultural competence is commonly understood as an integrative construct that combines linguistic knowledge with cultural awareness, interpretative skills, and the ability to engage in culturally appropriate communication. Unlike purely linguistic competence, linguacultural competence emphasizes meaning-making processes that are grounded in cultural context.

To specify the competence dimension of this study, it is methodologically useful to distinguish linguacultural competence from broader intercultural communicative competence (ICC). ICC frameworks emphasize not only knowledge of the “other culture” but also skills of interpreting and relating, skills of discovery and interaction, as well as critical cultural awareness. A practical guide developed for language teachers by Byram, M., Gribkova, B., and Starkey, H. describes how intercultural objectives can be integrated into language teaching through classroom tasks that elicit comparison, interpretation, and reflection rather than factual “culture learning” (Byram et al., 2002). Importantly, the same document argues that teachers need skills to create classroom conditions in which learners can take interpretive risks and engage in reflective dialogue—an emphasis aligned with the present article’s focus on staged tasks and scaffolding (Byram et al., 2002).

Within higher education, digital communication has expanded ICC-oriented pedagogy through telecollaboration and virtual exchange. Godwin-Jones, R. conceptualizes telecollaboration as a powerful approach for intercultural communication competence because it connects language learning with authentic interpersonal interaction and the negotiation of meaning across cultural

perspectives (Godwin-Jones, 2019). The field increasingly uses the umbrella term “virtual exchange,” defined as the engagement of groups of learners in online intercultural interaction and collaboration with partners from other cultural contexts, integrated into coursework and guided by educators or facilitators (Gutiérrez & O’Dowd, 2021). O’Dowd, R. synthesizes multiple models of virtual exchange and underscores that institutional and pedagogical objectives vary widely, which makes task design, facilitation, and assessment crucial for outcomes (O’Dowd, 2018).

From a didactic standpoint, virtual exchange is valuable because it places cultural meaning-making into interaction rather than into passive consumption of digital content. Empirical evidence from higher education contexts indicates that virtual exchange can contribute to intercultural competence development, including learners’ awareness of cultural difference, reflective stance toward interaction, and negotiation of perspectives (Oviedo & Krimphove, 2022). At the same time, research also documents constraints-such as time-zone differences, unequal participation, and coordination issues-which suggests that virtual exchange should be embedded as a structured component of a broader learning design rather than treated as an “add-on” activity (Turula et al., 2019).

For the Kazakhstani context of language majors, this literature supports a model in which authentic digital materials function as (1) culturally dense input for interpretation, and (2) triggers for interaction in mediated online exchanges. Domestic research similarly highlights the relevance of linguacultural competence for future language professionals and calls for methodologically grounded selection of materials and staged work with linguacultural units (Kulakhmetova & Nedostup, 2023), while pilot evidence suggests that focused instructional intervention can support competence growth at early stages of university education (Dyussebekova & Sansyzbayeva, 2025).

In post-Soviet and Kazakhstani academic traditions, linguacultural competence has been conceptualized as the ability to recognize, interpret, and appropriately use linguocultural units-lexical, phraseological, and discourse elements that encode cultural meanings (Kulakhmetova & Nedostup, 2023). These scholars argue that language instruction devoid of cultural content risks producing formally accurate but pragmatically inadequate communication.

International research aligns with this perspective by highlighting the role of culture in communicative competence. Studies indexed in ERIC and SAGE Open demonstrate that culturally informed instruction enhances learners’ pragmatic awareness, tolerance of ambiguity, and intercultural sensitivity. Importantly, linguacultural competence is not viewed as static knowledge but as a developmental process that unfolds through repeated exposure to culturally meaningful discourse and reflective engagement.

Digital environments amplify this process by providing access to diverse cultural voices and representations. Authentic digital materials allow students to encounter multiple perspectives, registers, and sociocultural norms, thereby fostering a more nuanced understanding of language use in context. However, the effectiveness of such exposure depends on structured pedagogical design that guides learners toward critical interpretation rather than superficial consumption of content.

Virtual Exchange and Telecollaboration as Forms of Digital Authenticity

One of the most significant developments in digital language education is the emergence of virtual exchange and telecollaboration as pedagogical practices. Virtual exchange refers to structured online interaction between learners from different linguistic and cultural backgrounds, typically mediated by educators and integrated into formal curricula.

Godwin-Jones (2019) characterizes telecollaboration as an authentic communicative environment where language and culture are experienced simultaneously through interaction. Unlike static materials, virtual exchange enables learners to negotiate meaning, confront cultural differences, and reflect on their own assumptions in real time. Empirical studies published in *Language Learning & Technology* and *Open Praxis* provide evidence that participation in virtual exchange programs leads to measurable gains in intercultural communicative competence.

Heymans (2024) reports that students engaged in guided virtual exchange demonstrate increased cultural awareness, improved interpretative skills, and greater confidence in cross-cultural

communication. Similarly, Oviedo (2022), using data from SciELO-indexed research, shows that virtual exchange programs promote reflective learning and deeper engagement with cultural content compared to traditional classroom instruction.

From a didactic standpoint, virtual exchange can be conceptualized as a form of authentic digital material in its own right. It combines real communicative purpose, cultural embeddedness, and learner agency. However, its successful implementation requires careful alignment with learning objectives, task design, and assessment criteria.

Empirical Evidence from the Kazakhstani Context

In recent years, Kazakhstani researchers have increasingly addressed the integration of digital resources into foreign language education. Studies conducted at Al-Farabi Kazakh National University and other institutions emphasize the importance of aligning digital tools with competence-based educational standards.

Z. A. Dyussebekova & S. K. Sansyzybayeva (2025) present a pilot mixed-methods study examining the development of linguacultural competence among first-year university students through multimedia texts and interactive tasks. Their findings indicate statistically significant improvement in students' ability to identify cultural references, interpret pragmatic meanings, and reflect on intercultural differences.

Other domestic publications highlight that electronic authentic materials facilitate differentiated instruction by allowing instructors to adapt content to students' proficiency levels while maintaining cultural richness. These findings support the argument that authentic digital materials, when methodically integrated, can serve as an effective medium for linguacultural education in higher education.

In contemporary foreign language pedagogy, the use of authentic digital materials is often contrasted with pedagogically adapted resources specifically designed for instructional purposes. This distinction remains a subject of ongoing debate. Proponents of adapted materials argue that simplification and didactic structuring reduce cognitive load and ensure accessibility for learners at lower proficiency levels. However, critics note that excessive adaptation may lead to the loss of cultural specificity and pragmatic authenticity, resulting in decontextualized language learning.

Empirical research suggests that while adapted materials may facilitate initial comprehension, they frequently fail to represent the complexity of real communicative situations. Authentic digital materials, by contrast, preserve natural discourse features, including implicit meanings, culturally conditioned references, and multimodal cues. These features are particularly important for the development of linguacultural competence, which presupposes not only linguistic decoding but also cultural interpretation.

Several studies emphasize that authenticity should not be viewed as a binary category but rather as a continuum. Digital environments enable instructors to select materials that vary in degrees of authenticity, allowing for gradual progression from semi-authentic to fully authentic content. This approach supports differentiated instruction and aligns with learner-centered pedagogy. Consequently, the pedagogical value of authentic digital materials lies not in their unmodified use but in their strategic integration into structured learning trajectories that preserve cultural depth while maintaining instructional feasibility.

METHODS

Research Design

The present study employs a qualitative research design based on a scoping review and conceptual synthesis. This approach is appropriate for mapping existing research, identifying key concepts, and constructing an evidence-informed didactic model rather than testing a single instructional intervention.

Data Sources and Selection Criteria

The review includes open-access publications retrieved from Scopus-indexed journals, Springer Open, Frontiers in Education, SAGE Open, ERIC, and SciELO, as well as peer-reviewed

Kazakhstani journals. Sources were selected according to the following criteria:

- Full-text availability in open access;
- Relevance to at least one of the following themes: authentic materials, digital language learning, linguacultural or intercultural competence, virtual exchange;
- Publication in peer-reviewed academic venues.

Analytical Procedure. Each source was analyzed with respect to its theoretical framework, research context, type of digital authenticity employed, and reported educational outcomes. The findings were then synthesized to identify recurring patterns, effective pedagogical strategies, and methodological gaps. This synthesis served as the basis for developing a didactic model presented in the Results section.

While the scoping review approach provides a comprehensive overview of existing research and allows for conceptual synthesis, it also entails certain limitations. First, the reliance on open-access publications may exclude relevant studies published behind paywalls, potentially narrowing the scope of analysis. Second, the heterogeneity of research designs and contexts limits the possibility of direct comparison across studies.

Another limitation concerns the predominance of qualitative and small-scale empirical studies in the field of linguacultural competence development. Although such studies offer valuable insights into learning processes, they often lack longitudinal data that would allow for stronger generalizations. These limitations were taken into account during the analytical process and further underscore the need for future empirical research that combines experimental, longitudinal, and mixed-methods approaches.

To strengthen transparency and replicability of the scoping review, this study operationalized the inclusion criteria through three filters: (1) topic relevance (authentic digital materials, intercultural/linguacultural competence, virtual exchange/telecollaboration), (2) educational context (higher education language majors or teacher education), and (3) applicability to task-based instructional design. In addition, to anchor didactic claims in widely accepted descriptors, studies were interpreted through the CEFR's action-oriented approach, where learning is conceptualized as performing communicative tasks as a social agent in real contexts (Council of Europe, 2001).

Because the digital turn in language education has placed new emphasis on online interaction and mediation, the CEFR Companion Volume has particular methodological value: it extends the CEFR by elaborating descriptors for mediation, online interaction, and plurilingual/pluricultural competence, which helps researchers align digital tasks with competence constructs (Council of Europe, 2018). Secondary analysis in language assessment literature further discusses that the Companion Volume marks innovations such as stronger attention to digital communication and mediation constructs, but also highlights challenges of operationalization in assessment and task design (Kremmel et al., 2023).

Finally, for the virtual exchange strand, sources were categorized by (a) definitional and typological contributions (e.g., “virtual exchange” as umbrella term; models such as e-tandem and telecollaboration), and (b) empirical evidence on outcomes and constraints (Gutiérrez & O’Dowd, 2021; O’Dowd, 2018; Oviedo & Krimphove, 2022). This categorization enabled synthesis into design-oriented implications (selection criteria, sequencing, facilitation, and assessment).

RESULTS

The analysis of reviewed sources makes it possible to distinguish several types of authentic digital materials that are most frequently employed in linguacultural education. These include digital media texts (online newspapers, opinion columns), audiovisual materials (documentaries, interviews, video blogs), audio resources (podcasts, radio broadcasts), and interactive platforms (forums, comment sections, social networks).

Each type contributes differently to linguacultural competence development. Media texts primarily support the interpretation of sociocultural realities and public discourse, whereas audiovisual materials provide access to paralinguistic cues such as intonation, gestures, and visual

symbolism. Interactive platforms, in turn, create opportunities for participatory culture, enabling learners to engage in authentic communicative practices and observe discourse norms in real time.

The didactic value of these materials increases when they are combined within a single instructional sequence. Such integration allows students to compare representations of culture across genres and modalities, fostering deeper analytical and reflective engagement.

Didactic Effects of Authentic Digital Materials. The synthesis of reviewed studies indicates that authentic digital materials produce a set of stable didactic effects relevant to linguacultural competence development.

First, authentic digital resources consistently enhance contextualized language input. Exposure to real-world discourse allows students to encounter lexical choices, pragmatic conventions, discourse strategies, and culturally marked meanings in their natural communicative environment (Gilmore, 2007; Gilmore, 2019). This exposure contributes to learners' ability to interpret meaning beyond the sentence level.

Second, authentic digital materials support the development of cultural interpretation skills. Media texts, video content, and online communication embed values, social norms, and cultural references that require interpretative engagement. Studies demonstrate that systematic work with such materials improves learners' recognition of implicit cultural meanings and pragmatically appropriate language use (Kulakhmetova & Nedostup, 2023).

Third, learner motivation and engagement are positively affected. Empirical evidence shows that students perceive authentic digital materials as relevant and meaningful, which increases intrinsic motivation and participation (Alamri, 2025). However, these benefits are contingent on methodological scaffolding.

At the same time, the analysis confirms recurring limitations. Without pedagogical mediation, authentic digital materials may overwhelm learners due to information density, unfamiliar cultural contexts, or linguistic complexity. Therefore, authenticity alone does not guarantee learning outcomes; it must be embedded in a structured instructional framework.

Components of Linguacultural Competence. Based on the reviewed literature, linguacultural competence can be operationalized through the following interrelated components:

- Linguistic component - knowledge of vocabulary, grammar, and discourse structures as they function in authentic contexts.
- Cultural component - understanding of cultural values, traditions, social norms, and symbolic meanings reflected in language.
- Pragmatic component - ability to interpret and produce language appropriately in specific sociocultural situations.
- Reflective component - capacity for critical reflection on one's own cultural assumptions and those of others.

Authentic digital materials contribute to each component by providing access to culturally situated language use. Virtual exchange environments further strengthen the pragmatic and reflective components by enabling real intercultural interaction (Godwin-Jones, R., 2019).

Didactic Model for Linguacultural Competence Development. Drawing on the synthesis, a five-stage didactic model is proposed.

Stage 1. Selection of Authentic Digital Materials

Materials are selected according to criteria of relevance, cultural richness, linguistic accessibility, and alignment with learning objectives. Examples include news media, podcasts, video blogs, and moderated online discussions.

Stage 2. Identification of Linguacultural Markers

Students are guided to identify linguacultural units such as culturally bound vocabulary, metaphors, discourse conventions, and pragmatic norms.

Stage 3. Task-Based Instruction

Tasks progress from comprehension and analysis to interpretation and production. Activities include guided discussion, comparative analysis, and reflective writing.

Stage 4. Virtual Exchange and Interaction

Telecollaboration and virtual exchange activities are integrated to provide authentic intercultural communication. Learners interact with peers from different cultural backgrounds, negotiating meaning in real time.

Stage 5. Assessment and Reflection

Assessment combines formative and summative approaches, including analytical rubrics, reflective journals, and project-based evaluation. Emphasis is placed on development rather than error elimination.

This model aligns with competence-based education principles and supports systematic integration of authenticity into language curricula.

Assessment of linguacultural competence requires multidimensional criteria that reflect its integrative nature. Based on the reviewed literature, several assessment indicators can be identified. These include the ability to recognize culturally marked language units, interpret implicit meanings, demonstrate pragmatic appropriateness in communication, and engage in reflective comparison of cultural perspectives.

Authentic digital tasks lend themselves to performance-based assessment. Reflective essays, analytical commentaries, digital projects, and interaction logs from virtual exchanges provide evidence of competence development. Importantly, assessment should focus on qualitative progress and interpretative depth rather than on formal accuracy alone. Such an approach aligns with contemporary competence-based education and supports formative assessment practices.

The proposed didactic model gains theoretical robustness when mapped onto established descriptors and constructs. First, selection criteria for authentic digital materials align with CEFR task orientation: input should enable learners to act in communicative situations rather than merely recognize linguistic forms (Council of Europe, 2001). Second, staged identification of linguacultural markers corresponds to ICC-oriented pedagogy that prioritizes interpretation, comparison, and reflective evaluation of meanings and perspectives (Byram et al., 2002; López-Rocha, 2016). López-Rocha, S. argues that ICC needs to be incorporated into language curricula to develop learners' appreciation of the target language and culture, awareness of their own culture, and skills for competent, adaptable intercultural communication, which supports integrating reflective tasks into each stage rather than reserving reflection for end-of-unit activities (López-Rocha, 2016).

Third, the model's emphasis on virtual exchange can be justified as a structured pedagogical route to authentic intercultural interaction. O'Dowd (2018) shows that virtual exchange models differ in objectives and organization, so the model's facilitation and task scaffolding components are not optional but central. The practical typology described by Gutiérrez and O'Dowd (2021) (e-tandem vs telecollaboration; bilingual/bicultural vs lingua franca approaches) helps instructors choose formats that fit institutional constraints while preserving intercultural learning aims. At the implementation level, practice-based evidence illustrates typical constraints (coordination, participation, and timing), reinforcing the necessity of structured roles, timelines, and assessment rubrics within the exchange (Turula et al., 2019).

Fourth, assessment in the model can be strengthened by CEFR Companion Volume descriptors, which extend the construct space toward mediation and online interaction. This is methodologically important because learners' success with authentic digital materials often depends on mediation-like abilities: summarizing, reformulating, explaining culturally loaded meanings, and negotiating shared understanding in digital interaction (Council of Europe, 2018; Kremmel et al., 2023). Thus, the model's evaluation component should not be limited to linguistic accuracy or factual cultural knowledge; it should capture interpretive competence, pragmatic appropriateness, and reflective awareness as observable performance in tasks.

DISCUSSION

The findings of this study are consistent with international research emphasizing the pedagogical value of authenticity when combined with structured instructional design. Unlike approaches that treat authentic materials as supplementary resources, the proposed model positions

authenticity as a core element of linguacultural education.

Compared with earlier studies that focus primarily on linguistic outcomes, this research highlights the integrative nature of linguacultural competence and demonstrates how digital authenticity facilitates cultural interpretation and reflection. The inclusion of virtual exchange extends existing models by conceptualizing interaction itself as an authentic digital resource.

In the Kazakhstani higher education context, the model responds to the need for methodological clarity in implementing competence-based foreign language education. It provides a transferable framework adaptable to various language programs and institutional settings.

The findings have important implications for curriculum design in higher education. Integrating authentic digital materials into language programs requires curricular alignment rather than sporadic supplementation. Linguacultural objectives should be explicitly articulated in learning outcomes, and authentic digital resources should be systematically mapped to these objectives.

Moreover, teacher training plays a crucial role in successful implementation. Instructors need methodological support to evaluate digital authenticity, design culturally oriented tasks, and facilitate reflective discussion. Without such support, the pedagogical potential of authentic digital materials may remain underutilized.

CONCLUSION

This article has examined the didactic potential of authentic digital materials in developing linguacultural competence among university language students. Through a scoping review of open-access international and Kazakhstani research, the study identified key didactic effects, limitations, and methodological conditions for effective implementation.

The proposed five-stage didactic model integrates authentic digital materials, task-based instruction, and virtual exchange to support linguistic, cultural, pragmatic, and reflective dimensions of competence. The findings suggest that authentic digital resources, when pedagogically mediated, offer substantial benefits for foreign language education in higher education.

Future research should empirically validate the proposed didactic model through controlled pedagogical experiments and longitudinal studies. Particular attention should be paid to the role of emerging technologies, including artificial intelligence-assisted tools, in mediating access to authentic digital content. Investigating how adaptive technologies can personalize cultural input without reducing authenticity represents a promising avenue for further inquiry.

Future research should empirically test the proposed model through experimental or longitudinal designs and explore discipline-specific adaptations. The integration of emerging technologies, including AI-assisted tools, also represents a promising direction for further investigation.

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Мақалада шеттілдік білім беру жағдайында тіл маманы студенттерінің лингвомәдени құзыреттілігін қалыптастыруда аутентикалық цифрлық материалдардың дидактикалық әлеуеті жан-жақты қарастырылады. Зерттеудің өзектілігі жоғары білім беру жүйесінде цифрлық ортаның кеңеюімен және болашақ лингвистердің, аудармашылар мен шет тілі оқытушыларының мәдениаралық коммуникацияға дайындық деңгейіне қойылатын талаптардың артуымен айқындалады.

Зерттеу әдіснамалық тұрғыдан ғылыми еңбектерді шолу және теориялық синтезге негізделген. Талдау аутентикалық цифрлық материалдардың (онлайн медиамәтіндер, бейнематериалдар, подкасттар, интерактивті платформалар) тілдік білім беруде тек тілдік дағдыларды дамыту құралы ғана емес, сонымен қатар мәдени мағыналарды интерпретациялау, прагматикалық нормаларды түсіну және мәдениаралық рефлексияны қалыптастырудың маңызды факторы екенін көрсетеді. Аутентикалық материалдар студенттердің оқу уәждемесін арттырып, тілді шынайы коммуникативтік контексте қабылдауға мүмкіндік береді.

Сонымен қатар, зерттеу нәтижелері мұндай материалдарды қолдану деңгейге сай әдістемелік іріктеуді, кезеңдік қолдауды және тапсырмаларды жүйелі ұйымдастыруды талап ететінін айқындайды. Мақалада лингвомәдени құзыреттілікті қалыптастыруға арналған дидактикалық модель ұсынылады. Бұл модель аутентикалық цифрлық ресурстарды іріктеу критерийлерін, лингвомәдени маркерлерді анықтау кезеңдерін, тапсырмаларды бірізді құрастыруды, виртуалды өзара әрекеттестік арқылы мәдениаралық тәжірибені және құзыреттілікті бағалау тәсілдерін қамтиды. Зерттеу нәтижелері жоғары оқу орындарында шет тілін оқыту бағдарламаларын жетілдіру үшін практикалық маңызға ие.

Түйін сөздер: аутентикалық цифрлық материалдар, лингвомәдени құзыреттілік, шеттілдік білім беру, мәдениаралық коммуникация, виртуалды алмасу.

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Дидактический потенциал аутентичных цифровых материалов в формировании лингвокультурологической компетенции

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В статье анализируется дидактический потенциал аутентичных цифровых материалов в формировании лингвокультурологической компетенции студентов языковых специальностей в условиях иноязычного образования. Актуальность исследования обусловлена расширением цифровой образовательной среды и возрастанием требований к подготовке будущих лингвистов, переводчиков и преподавателей иностранных языков, способных к эффективной профессиональной межкультурной коммуникации.

Методологическую основу исследования составляет аналитический обзор и теоретическое осмысление научных трудов, посвящённых проблемам аутентичности, цифровых образовательных ресурсов и лингвокультурологического подхода. Результаты анализа показывают, что аутентичные цифровые материалы - онлайн-медиа-тексты, видеоконтент, подкасты, интерактивные платформы - способствуют развитию не только

языковых навыков, но и способности интерпретировать культурно обусловленные смыслы, прагматические нормы и ценностные ориентиры иной культуры. Использование таких материалов повышает учебную мотивацию студентов и приближает образовательный процесс к реальным условиям функционирования языка.

В то же время подчёркивается необходимость методически обоснованного отбора аутентичных ресурсов и поэтапного сопровождения учебной деятельности с целью предотвращения когнитивной перегрузки обучающихся. В статье предложена дидактическая модель формирования лингвокультурологической компетенции на основе аутентичных цифровых материалов. Модель включает критерии отбора ресурсов, этапы работы с лингвокультурными единицами, систему заданий, формы виртуального межкультурного взаимодействия и инструменты оценки динамики сформированности компетенции. Полученные выводы могут быть использованы при разработке и модернизации программ иноязычного образования в высшей школе.

Ключевые слова: аутентичные цифровые материалы, лингвокультурологическая компетенция, иноязычное образование, цифровая образовательная среда, виртуальный обмен.

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