A MODEL FOR THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN A MULTIMODAL LEARNING ENVIRONMENT

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The formation of foreign language communicative competence plays an important role in the development of modern foreign language education. Recently, there has been an increasing focus on multimodal learning, which implies a combination of various channels of perception. Unlike traditional teaching methods, multimodal learning environments combine various elements, such as visual, auditory, kinematic, and digital elements, which makes the educational process more effective and interesting. In this environment, students improve their memorization, activate various channels of perception, and create real conditions for interaction. Thus, multimodal education has a significant impact on the development of students' communication skills.

In this regard, educators are exploring for new opportunities that will help develop the multimodal essence of modern education. One approach is to develop new models that combine different forms of communication to form communicative competence. In this case, a new model «Multimodal Integrated Model for EFL Competence» was developed that includes four stages of learning. This model expresses the relation between perception, understanding, and expression in language learning. The model is focused on dynamic student learning, suitable for various learning environments.

In order to better understand the application of multimodal strategies in foreign language teaching, it is necessary to study the foundations on which they are based. Multimodal learning refers to an approach that uses multiple channels of learning (visual, auditory, written). As such, using such materials improves learning and attention, which leads to better learning outcomes. According to Mayer, students learn better from a combination of words and images than from words alone [1, p. 853]. Sweller also found that combining both words and images allows the brain to process more information in working memory and remember things better [2, p. 1322].

Choi and Yi emphasize that multimodal learning, which included various forms of media and perceptual experiences, significantly improves the comprehension of English material, allowing for a better understanding of complex concepts [3, p. 459].

It is also important to note that the role of mobile and digital technologies in a multimodal environment constructs knowledge. In the foreign language classroom, all approaches are embodied in the use of podcasts, presentations, digital technologies, various platforms, and virtual reality.

The use of multimodal strategies is most effective when it is consistent with the goal of developing communicative competence. Communicative competence is a concept that refers to the skills of using language appropriately in various communicative situations. This term was introduced by linguist Dell Hymes. Later Canale and Swain expanded this concept by adding new areas of knowledge, which include: grammatical competence – means mastery of grammatical norms and vocabulary; sociolinguistic competence – the ability to correctly express words in various circumstances and take into account cultural norms; discursive competence – the construction of coherent texts; strategic competence – the ability to use other strategies when communicative problems arise [4, pp. 12-14].

Each of these components integrates with multimodal learning. For example, social-linguistic competence can be developed through role-playing or video simulations; the development of discourse competence is developed through the use of various applications and technologies; strategic competence is improved during the use of digital problem-solving scenarios. The use of multimodal materials increases the level of communicative competence in students.

Recently, more and more attention has been paid to the development of communicative competence in a multimodal learning environment. Several models, including "Multimodal

Interaction Model in Foreign Language Teaching" and "Multimodal Communicative Competence Model", offer ideas on how these elements can improve the quality of language learning.

The "Multimodal Communicative Competence Model" integrates several modes such as visual, auditory and digital resources. These modes allow for effective use in various contexts. When using the modes, students not only use them to convey but also to understand the meaning in real communication processes. This approach enables learners to engage in more authentic communicative experiences, making them more proficient in both the receptive and productive aspects of language learning [5, pp. 196-200].

The "Multimodal Interaction Model in Foreign Language Teaching" is based on the study of foreign languages in combination with a multimodal approach. It includes various forms of teaching, such as: gestures, visual cues, verbal communication in order to facilitate the process of language learning. The model also focuses on the development of communicative competence. To do this, it is necessary to create a rich multimodal environment in which students can practice their language skills [6, pp. 219-221].

Based on existing models, a proprietary model was created. The MIME (Multimodal Integrated Model for EFL Competence) model is designed to provide educators with a step-by-step process for guiding learners through multimodal language development in EFL contexts. The model combines aspects of both approaches, providing the opportunity to develop communicative competence through a multimodal approach. This model combines the theoretical principles of multimodality and communicative competence into a four-stage learning cycle:

1. Multimodal Perception

In this stage, students learn about various sources of materials. For example, video materials, presentations, podcasts, infographics, etc. Thanks to these resources, students receive knowledge close to real communication which also improves the perception of information and understanding of the material.

2. Interactive Engagement

Students actively engage with the material through a variety of role-plays, exercises, games, and conversations. This encourages the use of language in communicative situations and promotes collaboration.

3. Meaningful Transformation

Students analyze and organize data into new formats. For example, turning a video into a blog post or a podcast into a visual story. Through this stage, students can develop their creative and critical thinking. In their work, Costley and Liu show that using video blogs and audio podcasts helps to engage students [7, p. 684].

4. Expressive Production

The last stage involves students working on their own multimodal projects. Where they create presentations, videos, magazines, digital stories. During the work, students demonstrate their communicative competence. As a result, they develop oral and written speech.

The proposed model differs from traditional learning, it allows a focus on an integrated and oriented learning area, whereas this model allows students to actively acquire new knowledge and skills.

Unlike other traditional approaches, the Multimodal Integrated Model for EFL Competence uses cognitive and technological processes to make learning interactive. The main advantages of the model include:

– Deeper understanding through multimodal input;
– High motivation through a variety of materials;
– Interaction and group work in educational settings;
– Development of digital competence and critical thinking;
– Use of language in contextual situations.

Despite the advantages, the model may face some difficulties. Firstly, some educational institutions may lack resources, such as technology or educational materials. Secondly, some teachers may not have the necessary readiness to conduct multimodal classes. It is also important

to consider the difficulties in student adaptation. Perhaps for some students, completing multimedia tasks may be difficult.

To effectively implement the model, foreign language teachers must have not only linguistic knowledge, but also skills in the multimodal teaching system. Teacher training programs should include training in digital components, media literacy, and instructional design. With successful training, teachers will be able to: correctly select multimodal content for different groups of students, develop new tasks, use technological tools, evaluate the results of work using rubrics and reflective journals. Moreover, using the model during practice will improve their own communicative competence and fluency in digital content. Future research could examine how the presented model works for students of different ages and how it functions in different cultural environments. Further research could help to evaluate the impact of the model on communicative competence.

In conclusion, developing communicative competence in multimodal environments requires creativity, interaction and reflection. The MIME model offers a systematic and flexible approach to developing these competences through a multimodal approach. The main advantage of this model is its adaptability. The created model can be used both in regular classes and in virtual classes, as well as for people with different levels of language knowledge and ages. In the modern world, when educational systems are developing very quickly, the MIME model can serve to create modern language programs necessary for 21st century education.

In addition, the model opens up many new opportunities for studying and training teachers. Future research can study how each stage affects language competencies and how students cope with the integration of various digital technologies.With this model, students can develop their cultural literacy, digital competence and confidence. This will enable them to create effective learning environments for developing communicative competence and more meaningful learning experience for students. Based on theoretical data, it can concluded that multimodal learning significantly improves the quality of formation of communicative competence.

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