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FOSTERING COMMUNICATIVE COMPETENCE AND ENHANCING INTERNATIONAL COMPETITIVENESS IN STUDENTS OF ESL COURSES: IMPACT OF MULTIMEDIA TECHNOLOGIES USE

FOMENTAR LA COMPETENCIA COMUNICATIVA Y MEJORAR LA COMPETITIVIDAD INTERNACIONAL EN ESTUDIANTES DE CURSOS DE ESL: IMPACTO DEL USO DE TECNOLOGÍAS MULTIMEDIA

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ABSTRACT

The objective of this study was to examine the challenges and contradictions related to the digitalization of English language teaching in medical universities, particularly in terms of forming communicative competence. An integrative scientific approach was utilized, combining theoretical analysis of scientific literature, a statistical experiment using digital Excel tools, and a Google questionnaire. The study analyzed current trends and contradictions arising from the use of digital multimedia technologies in English language education. It clarified the characteristics and organizational conditions necessary for effective informational and English language education of future physicians through digital technologies. Different approaches to organizing English language education for future doctors were examined, along with the objective reasons for the differentiation of readiness levels in using digital technologies. The results of the study led to the conclusion that students simultaneously poorly understand the essence of communicative competence, but at the same time believe

that their external evaluation by teachers is high. At the same time, almost all of the respondents could not explain the reasons influencing the decrease in self-esteem of their communicative competence. Another problem is the fact that more than 70% of students do not associate the formation of communicative competence with communicative culture.

Keywords:

Communicative competence, digital technologies, english, multimedia, skills.

RESUMEN

El objetivo de este estudio fue examinar los desafíos y contradicciones relacionados con la digitalización de la enseñanza del idioma inglés en las universidades médicas, particularmente en términos de formación de competencia comunicativa. Se utilizó un enfoque científico integrador, que combina el análisis teórico de la literatura

científica, un experimento estadístico utilizando herramientas digitales de Excel y un cuestionario de Google. El estudio analizó las tendencias actuales y las contradicciones que surgen del uso de tecnologías multimedia digitales en la educación del idioma inglés. Aclaró las características y condiciones organizativas necesarias para una educación informativa y en inglés eficaz de los futuros médicos a través de tecnologías digitales. Se examinaron diferentes enfoques para organizar la educación del idioma inglés para futuros médicos, junto con las razones objetivas para la diferenciación de los niveles de preparación en el uso de tecnologías digitales. Los resultados del estudio llevaron a la conclusión de que los estudiantes al mismo tiempo comprenden mal la esencia de la competencia comunicativa, pero al mismo tiempo creen que su evaluación externa por parte de los profesores es alta. Al mismo tiempo, casi todos los encuestados no pudieron explicar las razones que influyen en la disminución de la autoestima de su competencia comunicativa. Otro problema es el hecho de que más del 70% de los estudiantes no asocian la formación de la competencia comunicativa con la cultura comunicativa.

Palabras clave:

Competencia comunicativa, tecnologías digitales, inglés, multimedia, habilidades.

INTRODUCTION

In the conditions of an information society, information and communication technologies are the most important factor of change in higher education. Researchers note that their didactic potential has not yet been fully exploited. However, researchers around the world agree that multimedia technologies, as well as other digital technologies, are the most important element of pedagogical systems in higher education at the present time. The training of future professionals in higher education within the study of the discipline of "English" is no exception. The current stage of multimedia technology development is characterized by the integration of various types of information into a digital format.

The task of modern higher education is the formation of meta-competencies necessary for a stable position in society. One of these competencies is communicative competence, the use of which makes it possible to socialize successfully both academically and professionally: Their presence allows to acquire new professional knowledge. For this reason, the English language discipline acts as a tool that, in combination with multimedia opportunities, increases the communicative potential of training. A look at the practice of universities shows that students formally speak a foreign language at a sufficient level. However,

the standardization of higher education determines the increased requirements for students' language preparation. The effectiveness of traditional methods of higher education does not allow them to achieve high performance. Modern research proves that high results in the English language education of students can be achieved by integrating the possibilities of multimedia technologies into the digital educational environment of the college. With this approach, the level of communicative competence grows to the level of functional and creative. For this reason, pedagogical science is faced with the task of researching the role of multimedia technologies in the formation of English communicative competence and empirically confirming its high level in a diagnostic study with students using a medical faculty as an example.

Reference is made to the worldwide practice of using multimedia technologies to educate students in English. For example, university teachers in China encounter considerable difficulties in applying the communicative method to the English-language education of students, the overcoming of which clashes with the need for strict adherence to the curriculum. There are difficulties with the didactic nature and students. Chinese researchers do not give any concrete evidence that the solution of the problem is connected with the use of multimedia technologies. A reference to the experience of university English education in Japan shows that simulation courses for interactive communication in English do not give good results. At the same time, the analysis of the experience of university education in India seems contradictory in light of what has been said. Although the researchers acknowledge the existence of negative effects, the overall picture looks positive: The integration of multimedia features into a wide range of didactic programs for communicative English teaching is highly rated in terms of effectiveness.

The trends described above also apply to higher medical education in the Kyrgyz Republic. This is confirmed by the existence of formal grounds: the country has adopted the national digital transformation program "Clean Society", which aims to develop electronic distance education in the country. Thanks to the program, a new model for training specialists who are able to interact effectively in a foreign language is being sought. Many digital innovations have been introduced specifically in English-language and communication training of future doctors in Kyrgyzstan, using multimedia technologies: Digital virtual multidisciplinary clinic DIMEDUS, which has no equivalent in the space CIS, works in the country on the basis of the medical faculty of Osh State University in Osh, the possibilities of which for the tasks of communicative competence formation are evaluated as inexhaustible. Nevertheless, the current practice of preparation of

students at medical universities in Osh requires scientific understanding. Although a powerful virtual base exists, the impact of using multimedia in English-language education has not yet been studied. The country is trying to scientifically substantiate the conceptual basis of communicative competence formation in the study of the discipline "English" with the use of multimedia (Kochkonbaeva et al., 2022). It should be emphasized that not enough attention is paid to this issue in the scientific space of CIS countries. There is a need to analyze the current level of communicative competence development and the factors that hinder this process in universities.

The aim of the article is to diagnose the problems and initial level of communicative competence formation of students using multimedia technologies in the process of studying the discipline "English language".

MATERIALS AND METHODS

The reliability and validity of the obtained scientific results are ensured by integrative approaches based on the theoretical analysis of the scientific literature and the organization of the survey experiment, the methodology of which is presented below.

In order to solve the research problems, two samples were selected. The first sample consisted of students of Osh International Medical University, Osh, Republic of Kyrgyzstan (144 persons: Faculty of Medicine, specialty "General Medicine"), and Faculty of Medicine of Osh State University (102 persons: Faculty of Medicine, specialty "General Medicine"), where a pedagogical experiment conducted. A total of 246 people participated in the study).

Specially designed questions were combined into a questionnaire called "Questionnaire-1 (Method of Investigating Preliminary Data on the Formation of Communicative Competence in Medical Students) - Survey Experiment."

Respondents were asked to answer the following questions:

1. What is communicative competence for you?
2. What is communicative culture for you?
3. Where and how does communicative competence manifest itself in students?
4. Where and how does communicative culture manifest itself in students?
5. Formulate a definition: communicative competence education is...
6. If the faculty curator/teacher were to rate your level of communicative competence as your personal quality,

what grade would he give you on a 4-point scale: "2", "3", "4", "5" and for what might lower your rating?

7. If you were to rate your interpersonal skills as your personal quality, what grade would you give yourself and what influenced the lower grade?
8. Do you think a student should have communicative competence?
9. Do you think a student should have a communicative culture?
10. What would you suggest improving the communicative competence training system in your department and in the university as a whole?
11. What would you suggest to improve the system for building communicative culture in your department and in the university as a whole?

The organization of the study had to take into account that in 2022 it was not possible to conduct a survey experiment in a full-time format due to the coronavirus pandemic and the need to ensure the safety of the students. With this in mind, working with students in distance learning required the use of innovative approaches. For this reason, it was decided to conduct the survey in a distance learning format. The study was conducted at the beginning of the summer of 2022 using Google Forms on the Internet, in which the questions of the questionnaire were posted. The results of the study and diagrams can be found in the links:

- IMF / docs.google. URL: <https://docs.google.com/forms/d/1i2ssJ7e1e9u-2NdAEH2Ayx33f0cosKp0ePIOisbwz78/edit#responses>
- OIMU / docs.google. URL: https://docs.google.com/forms/d/1l-O_xu2Kztn-rAHWT4biOsBOP15249pgjgOXreQxKIpo/edit#responses

To process the obtained data, a frequency analysis was performed within the first and second questions. The highest frequency of use of phrases and words that form the core of the semantic field "communicative competence" was considered for each of the items. Depending on the frequency level, the words moved away from the center. It should be emphasized that such approaches to the diagnosis of communicative competence of students have not yet been used, but are presented in pedagogical studies (Fedoseeva et al., 2017).

During the study, the control and experimental groups were specifically distinguished. General summary information was given about the universities whose students actively participated in the survey.

It was also considered that the participation in the survey was in English. Students from near and far abroad participated in the study.

RESULTS AND DISCUSSION

From the above, the most important scientific task is the need to analyze the actual practice of communicative competence development in medical universities of the Kyrgyz Republic using multimedia technologies. The solution of this scientific problem allows us to determine the peculiarities of educational activities, advantages, profound problems and shortcomings in the organization and implementation of communicative competence formation activities within the study of the discipline "English" by students. This required interviewing students at the stage of determining the experiment.

In the context of the first question, the aim was to find out which associations and opinions were evoked in the students by the term "communicative competence". For this purpose, students were asked the question, "What is communicative competence for you?". Before the experiment, the correct ideas and associations about communicative competence are relatively higher in the control group than in the students in the experimental group. Looking at the first 5 indicators in their entirety (knowledge, skills, ability to apply them, participation, interaction and communication) within the framework of the arithmetic mean, it is clear that in the control group, only 41% of students have correct ideas and associations about communicative competence; in the experimental group, this indicator is even lower - at 36.5%. It is alarming to note that 86% and 90.2% of students, respectively, do not associate communicative competence with professionalism.

Perhaps such results can be explained by the degree of adaptation of students to study as well as by the testing system of education.

The respondents were asked to answer the question what they associate with communicative culture.

Based on the information obtained, the following tendencies can be identified:

- Almost half of the respondents from the control group assign language (46.5%), behavioural patterns (40.1%) to the characteristics of communicative culture; slightly less (36.3% and 39.2%, respectively) this point of view is held in the experimental group;
- skills and values are associated with a communicative culture by 31% and 30.3%, respectively, in the control group; whereas 18.6% and 29.4%, respectively, in the experimental group;
- 23.9% and 26.1% in the control group associate communication experience and attitude toward communication with communicative culture, respectively; more respondents in the experimental group (36.3% and 19.6%, respectively);
- 23.9% of respondents in the control group associate communicative culture with personality culture; in the experimental group it is 19.6%;
- 20-21% of respondents in the control group associate with communicative culture such elements of personality quality as beliefs, and motives in their inseparable connection with consciousness; in the experimental group - only 7-11%.

Next, it was necessary to find out the attitude of students to a possible external assessment of their communicative competence as a personality trait. First and foremost, it is about a possible evaluation that curators and university professors could give to students. The students' scores are shown in Figures 1 and 2.

6.If the curator/teacher of the faculty assessed your level of social competence as your personal quality, what grade would they give you on a 4-point... "4", "5" and for what they could lower your rating?

143 answers

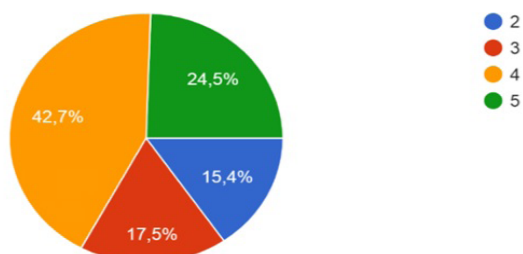


Figure 1. Students' attitudes toward the possible evaluation of their communicative competence as a personal characteristic: control group.

Source: self-made

6.If the curator/teacher of the faculty assessed your level of social competence as your personal quality, what grade would they give you on a 4-poin..."4", "5" and for what they could lower your rating?

102 answers

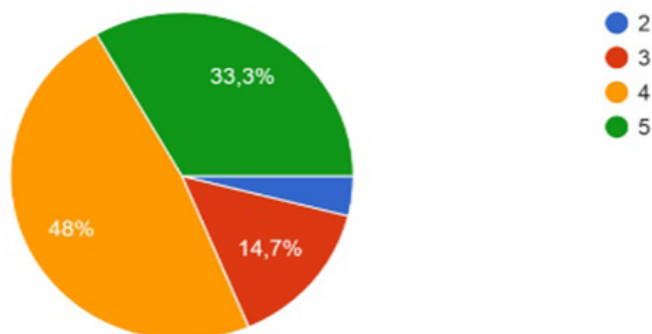


Figure 2. Students' attitudes toward the possible evaluation of their communicative competence as a personal characteristic: experimental group.

Source: self-made

Data analysis of Figures 1 and 2 allow us to highlight that 67.2% and 81.3% of respondents, respectively, believe that curators and teachers rate their communicative competence at a fairly good level. Only 17.5% and 14.7% of students, respectively, believe that they are evaluated at a satisfactory level. And the percentage of those who expect an unsatisfactory evaluation is 15.4% and 3.9%, respectively. However, if we look at the last two categories, we can see that for 32.9% and 18.6% of the students, respectively, further work on communicative competence training is needed - that's a total of 66 people in both groups. Taking into account the previous data, the following situation emerges: The vast majority of students have unclear ideas about the essence of communicative culture and its implementation, but at the same time believe that they deserve a good, high evaluation of their communicative competence.

Next, it was necessary to determine the results of students' self-assessment of communicative competence and the reasons for its decline. The data are presented in Figures 3 and 4.

7.What mark would you give yourself, evaluating social competence as your personal quality, and what influenced on the decreasing the mark?

139 answers

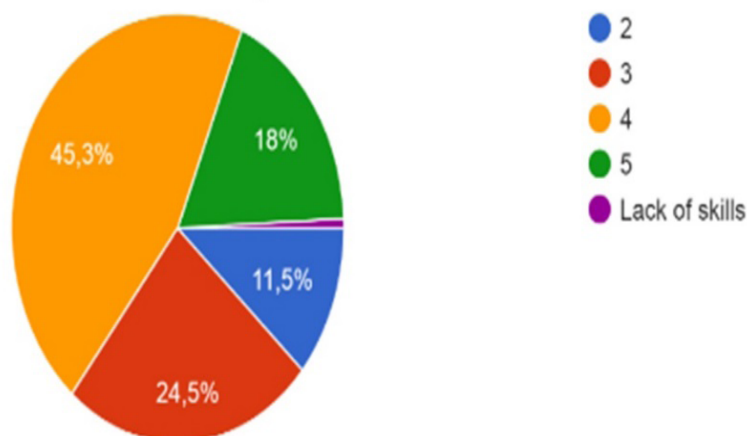


Figure 3. Students' self-assessment of communicative competence as a personal characteristic: control group

Source: self-made

7. What mark would you give yourself, evaluating social competence as your personal quality, and what influenced on the decreasing the mark? (select from 1 to 3 answers)

102 answers

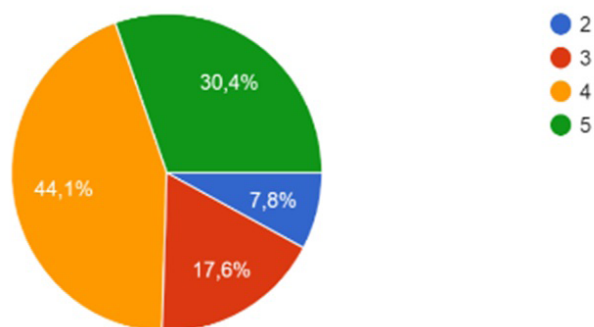


Figure 4. Students' self-assessment of communicative competence as a personal characteristic: experimental group.

Source: self-made

Data analysis of Figures 3 and 4 allow us to emphasize that just answering this question allows students to recognize the existence of such a property as communicative competence. At the same time, it should be emphasized that 63.3% and 74.5% of the respondents, based on their self-assessment, rated their communicative competence as a personality trait quite highly. Only 24.5% and 17.6% rate their communicative competence as satisfactory, while 11.5% and 7.8% rate it as unsatisfactory. Overall, it should be emphasized that 36% and 25.4% of students in the control and experimental groups, respectively, need to increase the level of self-assessment of their communicative competence in the course of studying the subject "English" - in both groups, the total number is 30.7% (or 76 people out of 246). At the same time, more than 98% of students could not explain the reasons influencing the decrease in the self-esteem of their communicative competence.

The next block of scientific information that was of interest was the analysis of students' opinions regarding the ways to improve the system of communicative competence formation in the educational environment of the college. The opinions of students in the control and experimental groups are shown in Figures 5 and 6.

10. What would you suggest to improve the system of formation at your faculty and the university as a whole of a communicative competence (select from 1 to 3 answers)

144 answers

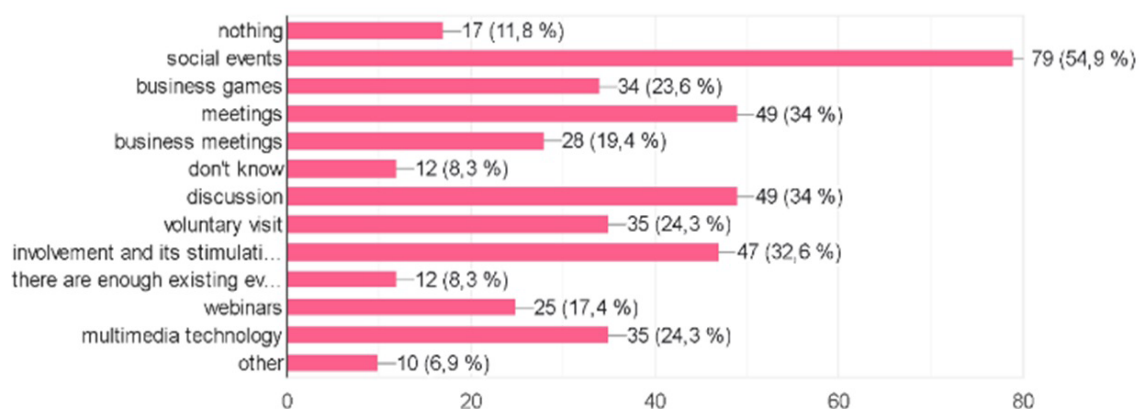


Figure 5. Ways of forming communicative competence: analysis of the students' proposals in the control group.

Source: self-made

10. What would you suggest to improve the system of formation at your faculty and the university as a whole of a communicative competence (select from 1 to 3 answers)

102 answers

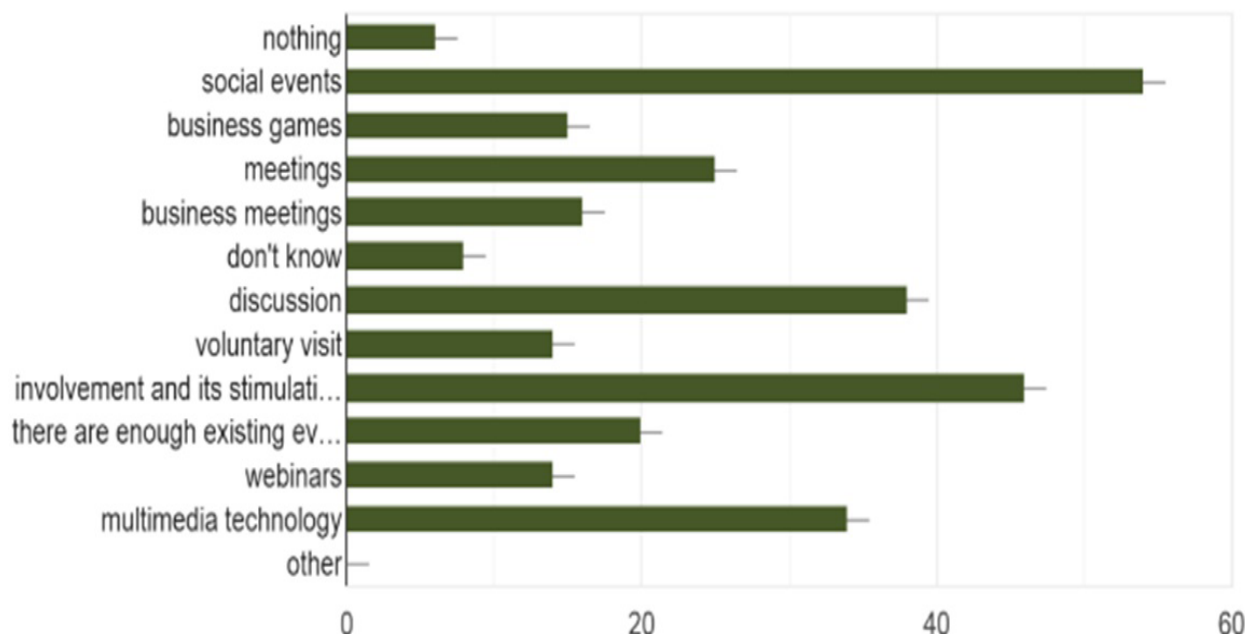


Figure 6. Ways of forming communicative competence: analysis of the students' proposals in the experimental group.

Source: self-made

The information presented in Figures 5 and 6 allows us to draw the following conclusions:

- in the control group, the majority of respondents in the control group 54.9% (or 79 people), and in the experimental group 52.9% (or 54 people) believe that in order to improve the formation of communicative competence, it is necessary to hold more social events;
- involvement and promotion of students' participation in the public life of the University: control group - 32.6% (or 47 people); experimental group - 45.1% (or 46 people);
- it is interesting to note that 8.3% and 19.6%, respectively, think that there are enough measures to improve communicative competence - 32 respondents in total - and that nothing needs to be changed - 11.8% and 5.9%, respectively - or 23 people. This general trend is complemented by the answer "I do not know" - 8.3% and 7.8% respectively - or 20 people. Thus, it can be seen that a total of 75 of the 246 respondents (or 30.48%) suggest that nothing should be changed;
- a separate group of answers is related to the technologies of the multimedia group, the student's attitude to which in improving the process of forming communicative competence needed to be clarified. Thus, in the control and experimental groups, 17.4% and 13.7% of respondents, respectively, believe that it is necessary to conduct webinars more often - that is 39 students out of 246 people who are ready for this form of work. Interestingly, a relatively large number of students suggest the use of multimedia technologies - 24.3% and 33.3%, respectively, that is 69 people. Thus, it becomes clear that 177 out of 246 students do not associate the formation of communicative competence with the use of multimedia technologies.

The last block of scientific information to be gained is the analysis of students' suggestions for improving the process of communicative culture formation in a university educational environment. The data are presented in Figures 7 and 8.

11.What would you suggest to improve the system of formation of a communicative culture at your faculty and university as a whole (select from 1 to 3 answers)

144 answers

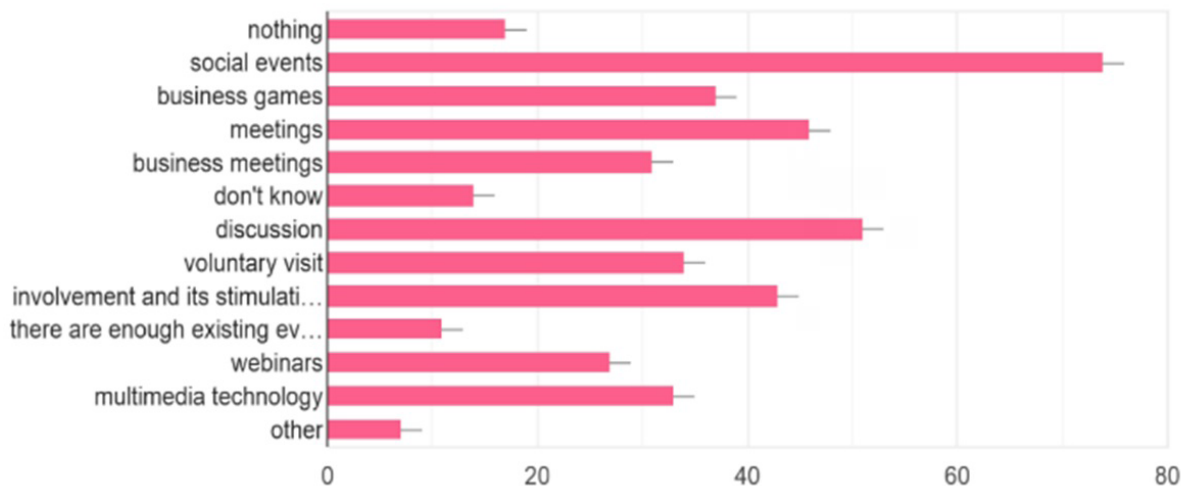


Figure 7. Ways of forming a communicative culture: analysis of the students' proposals in the control group.

Source: self-made

11.What would you suggest to improve the system of formation of a communicative culture at your faculty and university as a whole (select from 1 to 3 answers)

102 answers

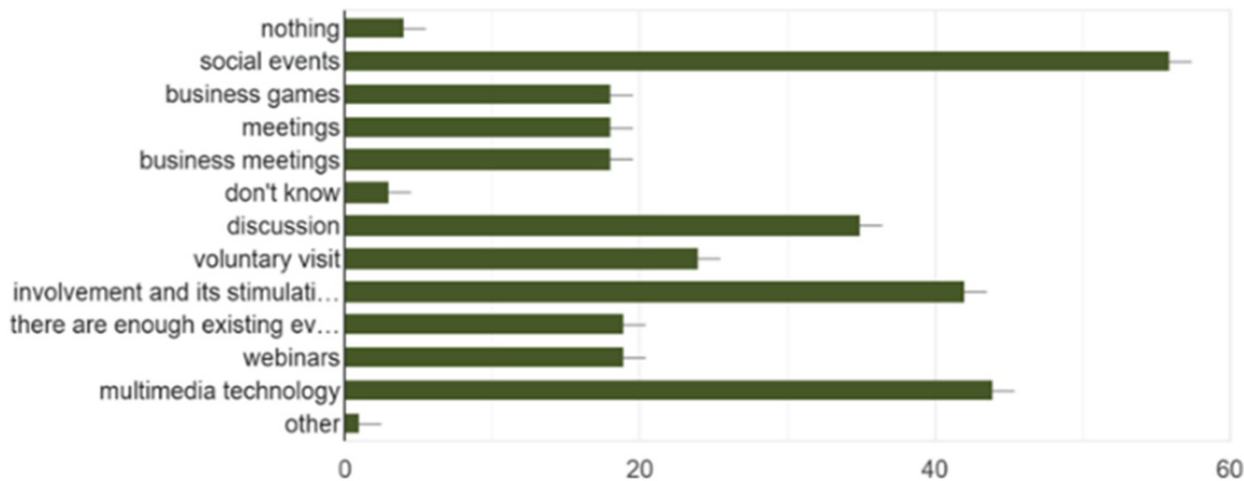


Figure 8. Ways of forming a communicative culture: analysis of the students' proposals in the experimental group.

Source: self-made

Data analysis of Figures 7 and 8 shows that apart from suggestions for volunteer attendance and business events, no fundamentally new responses were recorded. Regardless, it is necessary to address the following points:

- It was found that in the question of improving the process of formation of communicative culture of students “nothing” is offered - 11.8% and 3.9% respectively - that is 21 out of 246 people; “do not know” - 9.7% and 2.9% respectively - that is 20 people; “enough events” - 7.6% and 18.9% respectively - that is 30 out of 246 people. Thus, 91 out of 246 respondents take an unconstructive attitude toward improving the communication culture;

Of particular interest in this direction is the use of technologies by the multimedia group. It was found that in order to improve the culture of communication, the respondents of the control and experimental groups suggest the use of multimedia technologies - 22.9% and 43.1%, respectively, or 77 people (or 31.3%) out of 246. Thus, it is clear that 169 people do not associate the formation of a communicative culture with multimedia technologies. It turned out that on the question of forming a communicative culture, students preferred such multimedia technology as a webinar relatively more - 18.8% and 18.6% respectively - that is 46 people out of 246. That is, it can be assumed that 200 students out of the total population with insufficient degrees use multimedia technology for higher education.

DISCUSSION

On the basis of the foreign and Kyrgyz research results we can state that the problem of determining the conceptual basis for the use of multimedia technologies contributing to the formation of communicative competence in the context of teaching English to students has not been sufficiently studied. However, individual studies reflect various problematic aspects: first, studies related to the use of multimedia technologies in higher education; second, studies clarifying the nature and structure of communicative competence.

In order to understand the composition and essence of communicative competence, one should follow the view advocated by Zimnyaya (2010), who defines the concept of "competence" as a phenomenon that represents an integral property of a person, the scope of which is manifested in various types of activities. The researcher believes that personality traits have a common component, which consists of cognitive, motivational and emotional components. It must be acknowledged that this view is considered one of the possible to apply these provisions in relation to the communicative competence of students. However, it should be taken into account that professional interactions and communications are substantively carried out with the help of moral and ethical regulators represented by the categories of responsibility, conscience, sense of duty and so on. Thus, competence must be considered as a personality quality of the subject of professional activity, which determines the availability of the ability in accordance with the moral requirements and official regulations that exist in the systems of division of labor (Malkov & Us, 2021).

The Japanese higher education system uses various linguistic concepts for the English language education of students ("lingua franca," "concept of accommodation," "international language," etc.). Within these concepts, the discipline of "English" is viewed as a means of

communication and interethnic understanding, and these concepts become the basis for the development of innovative didactic concepts that are widely used throughout the world. However, it should be noted that the component of multimedia technologies is poorly represented. There are other problems and weaknesses in these concepts: Hino (2020), actively criticizes such concepts for the quality of interaction between subject and object, which reminds him of artificial simulations, the organization of which does not contribute to high effectiveness in the formation of communicative competence. In order to improve the effectiveness of this process, Hino (2020), has proposed the concept of integrated learning CELFIL for small group discussions. Within this didactic concept, the use of communication strategies (confirmation, clarification, translation, feedback) in joint activities enables the assignment of meaning in the English lingua franca through reflection, observation and practice.

Similar problems are highlighted by researchers from China, where there is also little talk about multimedia technologies in the context of English language teaching. Researchers Wang et al. (2017), point out that a variety of approaches to foreign language teaching are used in the country. However, the researchers consider a leading didactic problem to be the influence of foreign communication traditions, which make it possible to bypass the cultural influence of Chinese traditions. One of the problems in training communicative competence in education is the training of foreign students. In these situations, the following contradiction occurs: The national traditions of education and learning English are in strong contradiction with modern communicative exercises (e.g. debates or trainings). For this reason, communicative competence training should take into account national and cultural peculiarities of foreign students and educational traditions. This point of view is positively received by Russian researchers. Antonova (2017), suggests actively using innovative methodological tools in teaching English to Chinese students, which allow taking into account the socio-cultural characteristics of Chinese students when determining didactic technologies for teaching English. Unfortunately, the researcher's work says nothing about the place of multimedia technologies in this process. The researcher emphasizes attention to Chinese educational traditions in the context of teaching English: the cognitive learning style, the use of a visual image, the frequent use of imitation, analogies, and constructions. Other studies by Chinese scholars point to the increasing tendency to transform the established traditional model of Chinese language teaching, whose stability has been shaken under the strong influence of multimedia technologies, mobile technologies, and the Internet. This trend also extends to the teaching of foreign languages to students. According

to Wang (2019), the integration of educational resources with multimedia technologies via the Internet contributes to the high efficiency of foreign language teaching for students of all disciplines. At the same time, it should be emphasized that the researcher discusses the problem of teaching Russian to foreign students. Nothing is said about the influence of multimedia technologies on these processes, which suggests that it is too early to consider this technology as universal.

Extensive discussions are being held in the Russian scientific community on the use of the specialized language concept of CLIL in the educational process of higher education for teaching English to students. On this issue, Russian scientists Gunina et al. (2021), who actively use this approach for distance teaching of students in the subject "English language". The peculiarity of the approach proposed by the researchers is expressed in the principle of professionally relevant education, which links the English language with meaningful content related to the chosen profession. In the context of distance education for students, the competency-based approach is used as a theoretical basis for the implementation of an innovative pedagogical system. To implement the competency-based approach, the 4C model (content, communication, cognition, and culture) is used in practice. The use of such a model contributes to the formation of functional and creative competencies that form the basis of Russian professional educational standards. There are also problematic moments in the implementation of the CLIL concept, manifested in the overlapping of the content of the subject "English" with the studied subjects (Dubskikh, 2020).

The original model of foreign language teaching proposed by Yakhyayeva (2022), for students of a technical university was based on the 4C model, the content of which is culture, cognition, communication and content. The researcher Namychkina (2021), concluded that the use of communication is of fundamental importance in increasing the proportion of time spent on the communicative activity of students of fire engineering. Based on the experimental work, the researcher was able to prove and demonstrate that the use of individual components of the 4C model helps to increase the efficiency of integration of the content of professional disciplines and the English language. According to Mironova (2020), such subject language integration contributes to the successful formation of communicative competence in accordance with the educational profile, i.e. the learning outcomes contribute to the acquisition by students of practical meanings related to communication and a foreign language. At the same time, nothing is said about the role played by multimedia technologies in this process.

Dolgarev & Konoplya (2019), point out some specific problems in the organisation of higher chemistry education by digital technologies. According to the authors of the publication, the university must interact with employers and understand their requirements well in order to fully develop the information literacy of medical professionals. It should be acknowledged that this opinion deserves attention in the context of educational tasks, because there is a risk of teaching chemistry with outdated digital technologies that employers do not use, and students are not prepared to work with employers' digital technologies. It should be emphasized that integrating the efforts of universities and employers to improve the digital forms, methods, and content of informational and English-language training of future physicians is a necessary organizational and pedagogical prerequisite for improving its quality.

Similar questions were addressed by a team of researchers from Ukraine (Y. Pushkarova, O. Chkhalo, T. Reva, G. Zaitseva). The subject of the scientists' research was the analysis of the characteristics of the use of information technology in the teaching of students of many disciplines. For this purpose, at the National Medical University named after A.A. Bogomolets, the digital didactic platform Likar. NMU is actively used, its educational resources are available through students' personal digital devices (Pushkarova et al., 2021). This experience in organizing distance education applies both to the university as a whole and to solving the problems of effective information and specialized education, which is confirmed by individual publications of the team (Pushkarova et al., 2022). A similar view can be found in researchers from Greece (Bellou et al., 2018).

In the works of Kuznetsova (2020), it is emphasized that in the Higher Technical School when using multimedia technologies the task of forming communicative media competence is of particular importance. The author of the study defines the latter as a personal quality of a specialist, which determines his ability to communicate in a foreign language in situations of professional and interpersonal communication by means of multimedia technologies. That is, the technologies in this case are able to change the personality of the person. Kuznetsova (2020), proposed an original concept of communicative media literacy formation, represented by principles and methodology, taking into account such methodological approaches as learning success, information reflection, self-learning and self-development, as well as the formation of competencies. Moreover, the basis of the concept is the block of evaluation results. By applying this concept in the experimental work, the author was able to prove that the use of the elements of the CLILL methodology in the practice of higher education makes it possible to effectively combine

multimedia technologies, professional education and the English language discipline in a single pedagogical system. However, nothing is said about whether multimedia technologies are the actual factor that enables the formation of communicative competence.

Theoretical analysis of scientific literature has convinced us that the format of using multimedia technologies is dynamically changing and developing under the influence of digitalization. This idea is confirmed in the works of Russian and Indian researchers on the problems of English language education. Thus, a joint publication by Doroshchuk & Trifonova (2020), points to the active use of the didactic potential of podcasts in higher education, which, according to the authors of the publication, has not yet been fully explored. This idea finds a positive resonance in the works of other researchers who hold the same opinion. In its didactic essence, the podcast is an integrated scenario of educational communication. The podcast, as a new format of multimedia public communication, is characterized by an original nomenclature of invariable features, among which the following are worth highlighting: Cyclicity, continuity, attention to the characteristics of target audiences, image characteristics, use of language, orientation to generally accepted rules and principles of information presentation. According to Doroshchuk & Trifonova (2020), the use of podcasts in the teaching practice of higher education institutions offers previously unexplored advantages: Their use stimulates the development of new consumption formats - learning and mobile self-learning (literally "on the go"). Other effects of using podcasts in teaching practice in higher education are noted by Dubey (2020), an Indian researcher working in Hong Kong. He believes that podcasts meet the modern requirements of higher education because they increase the level of development of English language skills and communicative competence among students.

CONCLUSIONS

Summarizing the results of the article, we can state that the solution of the problem chosen for the study differs from the original experience of universities. Almost every single educational institution uses a unique set of digital technologies for teaching English. An analysis of scientific literature made it possible to establish that the system of moral and formal requirements for the implementation of professional interaction of the future doctor is a key element of communicative competence. A recourse to foreign scientific literature does not allow us to claim that a full-fledged concept of communicative competence formation has developed due to the relationship of culture and identity, as well as the traditions of education.

In the development of communicative competence in the context of English language teaching with the help of multimedia technologies, some general trends can be identified: 1) the use of digital educational platforms for teaching students and their integration with personal devices; 2) the use of distance learning technologies; 3) the integration of different groups of digital technologies into virtual laboratories for solving didactic tasks and simulating the performance of professional tasks; 4) the development of distance learning management systems. The use of these technologies can ensure the organization of individual and group work.

The results of the survey experiment led to the conclusion that students simultaneously poorly understand the essence of communicative culture and competence, but at the same time believe that their external evaluation by teachers is high. In the control and experimental groups, more than 85% of the students do not associate communicative competence with professionalism. At the same time, almost all respondents could not explain the reasons influencing the decrease in self-esteem of their communicative competence. Another problem is the fact that more than 70% of students do not associate the formation of communicative competence with communication culture. And 36% of the respondents take a non-constructive position in terms of improving communicative culture. Only 31% of the total sample of students associate improving communicative culture with multimedia technologies. Their preferences for specific types of technologies were clarified. The main conclusion is that 81.3% of the sample does not use multimedia technologies sufficiently to form communicative competence in the study of the subject "English".

Further research will address issues of forming pedagogical systems related to increasing students' motivation to use multimedia technologies in studying the subject "English".

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