

DEVELOPING ENGLISH COMMUNICATIVE COMPETENCE OF NON-PHILOLOGICAL STUDENTS USING MULTIMEDIA TOOLS

MALIKOVA LAYLO

13.00.02 First of year doctoral student in English language methodology

Scientific supervisor: Isyanov Ravil Gennadyevich

ABSTRACT: *In the context of global communication and technological advancement, the ability to use English effectively has become an essential skill, even for students in non-philological fields. This paper explores how multimedia tools such as videos, interactive platforms, podcasts, and digital storytelling can significantly enhance English communicative competence among non-philological students. The use of multimedia fosters a more engaging, contextualized, and learner-centered environment that supports listening, speaking, reading, and writing skills. Through practical classroom implementations and real-world tasks, multimedia tools not only increase student motivation but also create opportunities for authentic language use.*

Keywords: *English communicative competence, non-philological students, multimedia tools, language learning, digital storytelling, interactive learning*

Multimedia tools offer a creative pathway to help non-philological students develop their English communication skills in real-world contexts. Instead of relying on traditional grammar drills, students can engage with short films, animated videos, and real-life interviews to understand how language is used naturally in various situations. For example, watching a TED Talk and discussing its key points in small groups improves listening and speaking skills while also enhancing critical thinking.

Podcast projects are another practical approach. Students can create their own English podcast episodes where they talk about topics related to their field of study, such as engineering innovations or business trends. This allows them to practice structuring ideas, using technical vocabulary, and improving pronunciation

in an enjoyable and meaningful way.

Digital storytelling can be used to develop narrative skills. Students use simple tools like PowerPoint or online apps to create and present short stories, travel diaries, or “a day in my life” videos in English. This encourages fluency, creativity, and visual communication.

Role-play simulations using multimedia are also effective. For example, using video prompts, students can act out real-life professional scenarios such as job interviews, client meetings, or technical presentations. This improves confidence and prepares them for future workplace communication.

Finally, interactive platforms like Kahoot, Quizlet, or Padlet can be used to turn vocabulary learning into a game, helping students remember new words in context. These tools make learning more dynamic, student-centered, and collaborative.

Practical Multimedia-Based Approaches to Enhance English Communicative Skills

Practical Activity	Multimedia Tool Used	Application in the Classroom	Practical Outcome
Creating a personal vlog	Smartphone + video editing app (e.g., InShot)	Students record a short vlog about their daily routine or university life in English	Boosts spoken fluency, improves pronunciation and confidence
Digital storytelling project	Canva, PowerPoint, or Adobe Express	Students create a visual story about a personal experience using English narration	Develops narrative skills and helps use vocabulary in context
Listening and reacting to	YouTube (TED Talks,	Students watch a talk and summarize it	Enhances listening comprehension and

Practical Activity	Multimedia Tool Used	Application in the Classroom	Practical Outcome
authentic content	interviews)	orally or in writing	paraphrasing skills
Role-play with multimedia prompts	Pre-recorded videos, Zoom or Teams	Students act out job interviews or business meetings after watching sample videos	Builds professional vocabulary and real-life speaking skills
Creating a podcast episode	Audacity, Anchor	Students record a podcast discussing a topic related to their major (e.g., tech trends)	Practices structured speaking, boosts vocabulary and technical language use
Interactive quizzes and group competitions	Kahoot, Quizizz	Teachers create real-time quizzes on functional English expressions	Encourages engagement and retention of conversational phrases
Caption writing for images or GIFs	Google Slides or Padlet	Students write English captions for funny or thought-provoking visuals	Enhances writing creativity and vocabulary usage
Virtual guided tours with commentary	360° virtual tours (Google Earth)	Students describe tourist sites in English as if guiding a group	Promotes descriptive language and real-time speaking skills

CONCLUSION

The integration of multimedia tools into language education has proven to be an effective strategy for enhancing the communicative competence of non-philological students. These tools, such as videos, podcasts, interactive quizzes, and digital storytelling platforms, provide a dynamic and engaging learning environment

that promotes active language use and encourages students to apply English in real-world scenarios. By offering diverse learning experiences, multimedia tools cater to various learning styles, making the process of acquiring English more accessible and enjoyable.

Through practical applications in the classroom, multimedia encourages not only linguistic development but also the cultivation of critical thinking, creativity, and cultural awareness. Students are able to practice speaking, listening, writing, and reading skills in ways that reflect authentic language use. Additionally, the interactive nature of these tools allows for immediate feedback, fostering a more self-directed learning process.

Ultimately, incorporating multimedia tools into language education empowers non-philological students to engage more confidently with the English language, both in academic and professional contexts. This approach enhances their ability to communicate effectively, bridging the gap between theoretical knowledge and practical language application.

REFERENCES

1. Godwin-Jones, R. (2018). Emerging Technologies and the Future of Language Learning. *Language Learning & Technology*, 22(2), 1–16.
<https://doi.org/10125/44622>
2. Kukulska-Hulme, A., & Shield, L. (2008). An Overview of Mobile Learning in Higher Education. *Educational Media International*, 45(3), 147–151.
<https://doi.org/10.1080/09523980802282726>
3. Lai, C., & Zhao, Y. (2017). Exploring the Potential of Mobile Applications in Language Learning. *ReCALL*, 29(1), 1–18.
<https://doi.org/10.1017/S0958344016000172>
4. Thorne, S. L., & Payne, J. S. (2005). Evolutionary Trajectories, Internet-mediated Instruction, and CALL. *The Modern Language Journal*, 89(1), 14–26.
<https://doi.org/10.1111/j.1540-4781.2005.00270.x>