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## NEW COMMUNICATION SKILLS FOR TODAY'S GENERATION

**Introduction.** In today's world, communication skills are so crucial that they require a deeper understanding and utilization not only of traditional elements but also of new multimodal forms of communication. In addition to the fundamental four skills – reading, listening, writing, and speaking – modern students need to develop visual, auditory, and spatial aspects of communication.

**Purpose.** The ultimate objective of the present article is to display the means of the implementation of multimodality approach to enhance the development of students' communication skills. Multimodality, encompassing sound, images, video, and text, becomes an integral part of communication competence. Students must be able to employ various communicative modes, such as linguistic, visual, auditory, and gestural, for effective interaction in a multimodal environment.

The use of video and images in the educational process goes beyond mere entertainment; it has become a necessary component for the analysis, debates, and discussions of multimodal texts. Students need to cultivate skills in understanding and expressing information through diverse means of expression to communicate effectively in the digital world.

**Results.** Mastering the skills of working with multimodal tools is an indispensable part of education, preparing students for the challenges of contemporary society. Communication skills in a multimodal environment open new opportunities for expressing ideas and contribute to the development of students' critical thinking.

**Originality.** In the current educational context, the importance of developing multimodal skills is growing not only due to communication demands but also due to changes in teaching tools. The application of interactive technologies and online resources allows for creating an educational environment that actively utilizes various formats of visual and auditory information.

Multimodality fosters the development of creativity and critical thinking in students, as they analyze and interpret information from different sources. The ability to express thoughts vividly through various media formats is key both in education and in future professional activities. Teachers increasingly employ multimodal teaching methods, promoting the development of skills in using interactive presentations, video materials, and audio recordings. This not only makes learning more engaging but also helps students adapt to various communication styles, which can be beneficial in future collaboration and teamwork.

**Conclusion.** Thus, the development of multimodal skills in modern education is an essential element in shaping competent and adaptable individuals capable of effectively communicating in diverse sociocultural and professional contexts.

**Key words:** multimodality, English language learning, communication skills, modern generation, visual literacy.

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## НОВІ НАВИЧКИ КОМУНІКАЦІЇ ДЛЯ СУЧАСНОГО ПОКОЛІННЯ

У сучасному світі навички комунікації настільки важливі, що вони вимагають від нас глибшого розуміння та використання не лише традиційних елементів, а й нових багатомодальних форм спілкування. Крім основних чотирьох навичок – читання, слухання, письмо та говор – сучасні учні повинні розвивати візуальні, слухові та просторові аспекти комунікації.

Використання відео та зображень у навчальному процесі не обмежується вже лише розвагою. Це стало необхідною складовою для аналізу, дебатів та обговорення багатомодальних текстів. Учні повинні розвивати навички розуміння та вираження інформації через різноманітні засоби виразності, щоб ефективно спілкуватися в цифровому світі.

Освоєння вмій працювати з багатомодальними засобами стає невід'ємною частиною освіти, підготовки студентів до викликів сучасного суспільства. Навички комунікації в багатомодальному середовищі відкривають нові можливості для висловлення ідей та сприяють розвитку критичного мислення студентів. У сучасному освітньому

*контексті важливість розвитку багатомодальних навичок зростає не лише через вимоги комунікації, а й через зміни у засобах навчання. Застосування інтерактивних технологій та онлайн-ресурсів дозволяє створювати навчальне середовище, яке активно використовує різноманітні формати візуальної та аудіальної інформації.*

*Багатомодальність сприяє розвитку творчості та критичного мислення учнів, адже вони мають аналізувати та інтерпретувати інформацію з різних джерел. Здатність виразно висловлювати свої думки через різні медіаформати стає ключовою як у навчанні, так і в подальшій професійній діяльності. Викладачі частіше використовують методи багатомодального навчання, сприяючи розвитку навичок використання інтерактивних презентацій, відеоматеріалів та аудіозаписів.*

***Ключові слова:** мультимодальність, навчання англійської мови, комунікативні навички, сучасне покоління, візуальна грамотність.*

### **Introduction and formulation of the problem.**

The primary objective of educators is to empower students to become proficient self-regulators. Students are expected to utilize academic resources to enhance their advanced cognitive abilities, transmission style of teaching is not applicable to the students of the 21st century. We live in the so-called digital age, defined as the present time in which many things are done by computer, and large amounts of information are available because of technological advancements. The 21st century is marked by swift changes, with the prevalence of the digital age characterized by computer-based activities and the abundant availability of information due to. Throughout the 21st century, there have been noteworthy cultural, social, and technological changes, leading to a significant transformation in the skills essential for success in both professional and personal spheres. A need for a new skill set, referred to as global skills, has become pivotal in educational systems (Mercer, 2020).

**Analysis of research and publications.** Students must acquire skills crucial for learning on a lifelong basis and success. It is widely acknowledged that global skills are indispensable for contemporary learners to actively engage in 21st-century life. By mastering global skills, the learners acquire life skills that extend well beyond the language classroom.

Experts in global skills, such as N. Hockly, G. Stobart, and S. Mercer, have categorized global skills into five interrelated clusters, all of which are relevant to English Language Teaching (ELT) settings. These are: communication and collaboration; creativity and critical thinking; intercultural competence; emotional self-regulation and wellbeing; digital literacies.

Numerous skills currently categorized as «global skills» in education are not new; concepts like communication, collaboration, and critical thinking have long been in use. What is new and innovative, however, is the acknowledgment that these global skills are teachable and should be incorporated into any subject. Although teaching and learning them may seem challenging at times, an integrated educational approach can render global skills attainable for all learners, regardless of their educational context. In

the present article we highlight each cluster of skills in detail.

Communication encompasses the proficiency to employ both verbal and non-verbal forms of expression in a manner suitable for the given context, communicative objectives, and the communication medium, whether it be face-to-face or digital. It entails skillfully navigating social interactions through linguistic strategies like paraphrasing or the use of intonation, as well as non-linguistic strategies such as gestures or eye contact. Communication is intricately linked to collaboration as it relies on social skills such as perspective-switching and empathy. Collaboration denotes the skill of effectively working with others to achieve common objectives. It necessitates individuals to be receptive to learning from others and willing to share their own resources. Collaboration serves as a fundamental aspect of communicative English Language Teaching (ELT), wherein language skills are typically cultivated through learners collaborating on activities designed to fulfill communicative objectives (Mercer, 2020).

Creativity involves the ability to think flexibly, generating novel ideas and solutions to problems. A creative individual can offer diverse interpretations and responses to various issues, topics, and challenges. Critical thinking is closely intertwined with creativity, as it demands a creative mindset to “think outside the box” or approach things from a different perspective. Critical thinking entails analyzing information, utilizing problem-solving skills to formulate well-balanced judgments. This includes the capacity to assess the source and accuracy of information, whether online or offline, a crucial skill in any learning environment.

Intercultural competence covers the social and interpersonal skills necessary for navigating cross-cultural interactions in a respectful, appropriate, and sensitive manner. The English Language Teaching (ELT) classroom offers numerous opportunities for developing intercultural competence, such as engaging in online projects with learners from other countries, participating in local community projects with diverse cultural groups, and, in certain school settings,

collaborating on group projects in classrooms with a mix of cultures. Language learning itself can broaden perspectives on the world, and teachers can encourage learners to appreciate and understand both similarities and differences in perspectives (Mercer, 2020).

Emotional self-regulation involves the capacity to recognize, identify, and comprehend one's emotions and their functions. It includes an awareness of strategies for effectively managing emotions and serves as a foundation for overall well-being. Well-being encompasses the ability to establish supportive social connections, find a sense of purpose, and engage in positive physical and mental health practices.

Digital literacies include the combination of individual, technological, and social skills required to adeptly navigate a constantly expanding and evolving array of digital communication channels. These skills involve the proficiency to interpret, manage, share, and create meaning effectively within these digital platforms.

**Presentation of the research material.** The '4Cs'-communication, collaboration, creativity, and critical thinking are fundamental skills in English Language Teaching (ELT). Communication and collaboration play a pivotal role in effective language learning, especially when there is an awareness of context, purpose, audience, and consideration of the communication mode—whether written, spoken, or digital. Collaboration is a central element of tasks in ELT designed to achieve communicative language goals. These tasks involve using language in meaningful, authentic interactions, often requiring learners to share knowledge and skills, learning from and with each other to attain a common objective. In this way, collaboration is both a process of language learning and an outcome. Critical thinking, an integral part of these skills, necessitates a creative mindset to approach things from diverse perspectives.

In educational institutions worldwide, learner wellbeing is increasingly recognized as a crucial teaching objective across various curricula. In English Language Teaching (ELT), humanistic and learner-centered approaches are already emphasizing related aspects, including strategies to promote learner autonomy, boost learners' self-efficacy, and nurture positive learner attitudes. Teaching practices in ELT can involve explicit discussions about the interconnection between physical and mental wellbeing, along with guidance on maintaining a healthy lifestyle. It is essential to approach these discussions with respect for physical diversity, avoiding prescriptive or judgmental attitudes. These conversations can take place in the classroom or through project work.

We would like to draw special attention to the new realities and features of student learning during the state of war in Ukraine. Today, for almost two years, students of our country have been studying in extremely challenging conditions, in a constant state of stress. According to the theory of Patterson and McCabe, stress is a psychological and physiological response of the organism to factors indicating the inability to adapt to new life circumstances. In the conditions of full-scale war in Ukraine, teachers, first and foremost, must take into account the psychological and emotional state of students. We must understand that the learning process should not and cannot be a cause of stress for students who are already in stressful conditions. Creating a safe, stress free learning environment, positive emotions, enthusiasm for learning, and supportive communication, should become the priority tasks for teachers in the conditions of a full-scale invasion by an aggressor country. As for organizational methods to activate the cognitive interest of philology students in a state of war, with the students of the Faculty of Romance and Germanic Philology of Odesa National I.I. Mechnikov University we have employed the principles of suggestopedia, developed by the Bulgarian psychotherapist Georgi Lozanov, specifically the techniques of "grounding" and breathing exercises. The main goal of the "grounding" technique is to assist students from the Faculty of Romance and Germanic Philology in engaging with life and temporarily diverting from negative thoughts. The fundamental idea of this technique is to shift from personal negative thoughts or heavy feelings to the sensations of the surrounding world and control over one's own body. An important method for overcoming stress and activating cognitive interest is the use of breathing exercises to promote relaxation. The slowed rhythm of breathing helps calm down, concentrate on the present moment, and as a result, prepare for the learning process (Khromchenko, 2023: 167-168).

Moreover, educators can support learners in recognizing and labeling emotions, fostering reflection on the functions of these emotions, and exploring strategies to regulate their emotional responses. English classes are evolving to encompass more than just traditional language skills like reading, writing, listening, and speaking. In today's educational landscape, students also need to develop problem-solving abilities, utilize creativity and communication technologies, engage in crosscultural interactions, and cultivate innovation.

The term '21st century skills' has gained prominence in the field of education, representing

a comprehensive concept that encompasses various skills or subcategories. According to C. Scott, as defined in the book «The Futures of Learning», 21st century skills refer to «the knowledge, skills, and attitudes necessary to be competitive in the twenty-first-century workforce, participate appropriately in an increasingly diverse society, use new technologies, and cope with rapidly changing workplaces» (Mercer, 2020: 18). These skills are often referred to by different names such as life competencies, transversal skills, literacies, or hard and soft skills. The evolving nature of work, society, and technology has given rise to the recognition that learners need a diverse skill set to navigate the complexities of the 21st century.

The World Economic Forum's latest update introduces Education 4.0, which envisions education as an inclusive, lifelong experience. In this paradigm, learners take on the responsibility of skill-building, with teachers and mentors serving as facilitators and enablers. This shift implies that proficiency in 21st-century skills should be integrated into teacher qualification and professional development. Extended professional development has been shown to significantly impact the teaching of 21st-century skills and student achievement.

Moving away from a teacher-centered pedagogy, the approach now embraces a 21st-century pedagogy that emphasizes personalization, participation, and productivity. This pedagogical shift underscores the value and importance of 21st-century skills for learners, acknowledging the evolving nature of education in the 21st century.

According to the authors of the Common European Framework of Reference for Languages (CEFR), a key goal in education is to promote contemporary language teaching approaches that nurture independent thinking, judgment, and action, along with social skills and responsibility. The focus in teaching is on empowering learners to develop their personal knowledge and abilities.

Communicative language competence is viewed as encompassing various elements, including linguistic, sociolinguistic, and pragmatic components. Each of these components entails a combination of knowledge, skills, and practical know-how.

In the realm of English Language Teaching (ELT), the term «four skills» primarily pertains to productive skills such as speaking and writing, as well as receptive skills like listening and reading. This categorization into four skills plays a crucial role in shaping course design and guiding lesson planning in the field of language education.

Recently in a newsletter from Oxford University Press it has been said that they are looking for teachers to share their opinions about multimedia in a short, 30-second video. Videos are supposed to appear in the digital version of their upcoming paper on Multimodality, which will be published on the

Oxford University Press website. This paper looks at the way communication has changed today. The New London Group, a group of academics, had been reflecting on the social, cultural, and technological changes in the world of communication. They saw a textual phenomenon which they called multimodality in which two or more modes of communication interacted in the same text to create meaning.

The data mentioned above highlights the importance of the idea that communication used to be about speaking and writing, but students now need to also be able to read videos, images, and audio as well.

Nic Peachey stresses that assisting learners in reading and listening around the text is a valuable approach. This involves encouraging them to explore the context surrounding the text, enabling a deeper understanding of how contextual factors impact their comprehension. By providing learners with opportunities to consider the broader context, such as cultural, historical, or situational elements, they can enhance their ability to grasp the nuances and subtleties within the material. This approach promotes a more holistic and insightful engagement with the text, fostering not only language skills but also critical thinking and cultural awareness.

The increasing emphasis on multimodality and multimodal literacy in language education reflects the evolving communication landscape. In today's context, effective communication requires learners to not only understand but also respond to and create multimodal texts in various forms. This shift necessitates a reevaluation of the concept of communicative competence in language education. The cultivation of multimodal literacy, incorporating techniques like representing and extensive and narrow viewing in the classroom, equips learners to be adept communicators in diverse communication environments.

Utilizing multimodal texts in the classroom has the added benefit of enhancing accessibility for all learners, including those with learning difficulties and disabilities. Recognizing that contemporary communication is inherently multimodal, it is essential for English Language Teaching (ELT) to adapt and redefine the notion of communicative competence to align with the demands of today's communication landscape (Donaghy, 2020: 9-11).

Given that learners are exposed to vast amounts of multimodal texts and considering the benefits of incorporating these texts in the classroom, it is logical to emphasize a text-based teaching approach. When adopting this approach, it's crucial to recognize that many tasks and activities traditionally used with traditional reading and listening texts can also be applied to multimodal texts. To demonstrate how strategies can be developed for handling multimodal texts in the classroom and to explore the connection between multimodal texts and print texts, the 'Tell

me' approach will be outlined. Although traditionally used with print texts, this approach can be adapted for use with films and videos. It involves learners reflecting on films and videos, sharing their thoughts within a group, and actively listening and responding to the perspectives of their peers.

However, it's important to note that unless teachers receive specific training in visual literacy, multimodal literacy, and media production, meeting the needs of learners in this context can be challenging. Training in these areas equips teachers with the skills and knowledge necessary to effectively integrate multimodal texts into their teaching practices (Donaghy, 2020: 12).

In the contemporary world, communication extends beyond traditional forms of speaking and writing, now requiring learners to incorporate visual, aural, and spatial dimensions into their communication skills. The conventional four key skills of reading, listening, writing, and speaking are no longer sufficient. There is a pressing need to expand these key skills to encompass viewing and creating multimodal texts. Multimodal refers to content that consists of a combination of audio, images, video, and text.

Multimodal communicative competence can be defined as a learner's ability to successfully use language for communication through various modes, including linguistic, visual, aural, and gestural modes. This involves the integration of multiple communicative modes, such as sight, sound, print, images, video, and music, to convey meaning in a message.

Using videos and images in the classroom is no longer just an optional and fun activity; it has become essential for analysis, debate, and discussion. Proficiency in multimodal literacy is now a prerequisite for effective communication in today's world, highlighting the importance of incorporating multimodal texts into language learning to prepare students for the demands of contemporary communication.

**Conclusion.** To sum it up, we would like to underline that the assessment of global skills

presents a promising area for further research. The interconnected nature of these skills necessitates a more nuanced and qualitative evaluation, prompting the exploration of innovative assessment approaches. Given the complex and multifaceted aspects of global skills such as communication, collaboration, critical thinking, intercultural competence, and digital literacies, there is a need to develop assessment methods that capture the depth and integration of these skills. Future research could focus on: **Holistic Assessment Models:** exploring comprehensive and holistic assessment models that take into account the interconnectedness of global skills. This could involve designing assessments that capture the dynamic interaction between different skills in real-world scenarios; **Authentic Assessments:** investigating the effectiveness of authentic assessments that simulate real-world situations, allowing learners to demonstrate their global skills in context. This might involve project-based assessments, simulations, or performance tasks; **Qualitative Measures:** developing qualitative measures and rubrics for assessing global skills, recognizing that these skills often involve subjective judgments and nuanced competencies that are not easily quantifiable; **Technology-Enhanced Assessment:** exploring the use of technology for assessing global skills, considering that many of these skills are closely tied to digital literacies. This could involve the use of online platforms, simulations, or digital portfolios; **Longitudinal Studies:** conducting longitudinal studies to understand the development of global skills over time and the impact of various educational interventions on their acquisition; **Cross-Cultural Validity:** examining the cross-cultural validity of global skills assessments to ensure that they are applicable and fair in diverse cultural contexts.

As the importance of global skills continues to grow in education, research in assessment methodologies will play a crucial role in ensuring that learners are adequately prepared for the challenges of the 21st century.

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