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The Impact of Multilingual Education On Developing Communication Skills for University Students Within Foreign Language Learning

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Abstract

Multilingualism is an undeniable reality nowadays and globalisation is forcing societies to keep pace with the rapid changes and adapt to the new realities. These realities require significant language knowledge and advanced communication skills to broaden one's horizons, improve one's professionalism, communicate with foreigners, and gain new knowledge from other cultures. The relevance of this research is primarily due to the rapid changes in society and the need for multilingual learning for the full realisation of everyone's potential in life. Multilingual education catalyzes not only linguistic mastery but also the cultivation of cross-cultural awareness and expanded career prospects. Higher education institutions provide students with linguistic and professional knowledge to expand their career opportunities. Thus, it is necessary to analyse in detail the impact of multilingual education on the development of communication skills in the study of foreign languages at universities and to identify innovative methods and strategies for teaching foreign languages for the quality of students' knowledge acquisition. The study has identified the principles on which multilingual learning is based and the methods for achieving harmonious language use are formed. Multilingual education is guided by principles of systematicity, communicative orientation, and interdisciplinary integration. Through iterative refinement and adaptive strategies, multilingual learning methodologies evolve to address the diverse needs of learners in an increasingly interconnected global milieu. We have identified the advantages of multilingual learning in the context of acquiring English and improving communication skills, then explained the importance of using modern technologies in multilingual education to draw by the end conclusions the basis for future research on the development of new concepts and strategies for multilingual learning. Furthermore, the research underlies the effect of modern technologies on multilingual education. Employing an array of pedagogical strategies such as gamification, project-based learning, and immersive experiences, educators facilitate language acquisition, with a particular emphasis on English as a lingua franca. Digital platforms, virtual classrooms, and artificial intelligence-driven tools offer personalised learning experiences, democratising access to language education and assessment. Mobile applications and gamified learning environments also enrich communication skills by fostering interactive and engaging learning environments. This comprehensive examination illuminates the symbiotic relationship between multilingual education, communication skills development, and technological innovation, offering insights into new pedagogical practices and reinforcing future research endeavours.

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Mots clés

багатомовність, комунікативні навички, Результати вивчення мови, методи багатомовної освіти, педагогічні практики

Résumé

Багатомовність – нова реальність нашого часу. Глобалізаційні процеси та розвиток інформаційного простору змушують суспільство адаптуватися до таких стрімких змін і пристосовуватися до нових реалій. А реалії вимагають значних знань мови та передових комунікативних навичок, щоб розширити кругозір, підвищити свій професіоналізм, спілкуватися з іноземцями та отримати нові знання з інших культур. Актуальність даної наукової статті зумовлена насамперед стрімкими змінами в суспільстві та необхідністю багатомовного навчання для повної реалізації потенціалу кожного в житті.

У цьому дослідженні розглядається вплив багатомовної освіти на розвиток комунікативних навичок під час вивчення іноземної мови в університетах. Дослідження показує принципи багатомовного навчання та визначає ефективні педагогічні методи розвитку оволодіння мовою. Принагідно зазначити, що в досліджнні репрезентовано досліджує переваги технологій у багатомовній освіті, зосереджуючись на таких стратегіях, як гейміфікація та віртуальні класи. Водночас необхідно детально проаналізувати вплив багатомовної освіти на розвиток комунікативних навичок під час вивчення іноземних мов у ВНЗ та визначити прогресивні методи та стратегії навчання іноземних мов для якості засвоєння студентами знань. Джерелом багатомовної освіти є вищі навчальні заклади, які поряд із професійними знаннями дають студентам знання мови для розширення кар'єрних можливостей. Методологічна основа, викладена в поданому тексті, пропонує комплексний підхід до вивчення багатомовної освіти, поєднуючи історичні, соціальні, лінгводидактичні та педагогічні концепції разом із кількома науковими методами. У ході дослідження були використані такі методи наукового пізнання: метод системного аналізу та синтезу, діалектичний та нормативний методи.

Крім того, було визначено основні переваги мультилінгвального навчання в контексті вивчення англійської мови та вдосконалення комунікативних навичок, встановлено важливість використання сучасних технологій у багатомовній освіті та зроблено висновки, які стануть основою для майбутніх досліджень і розробки нових концепцій. і стратегії багатомовного навчання. Отримані результати показують, що багатомовна освіта розвиває комунікативні навички, особливо англійської як глобальної мови спілкування. Дослідження підкреслює трансформаційний потенціал технологій у покращенні персоналізованого досвіду навчання. Цей дослідження інформує про розвиток майбутніх досліджень та інноваційних педагогічних практик у багатомовній освіті.

1. Introduction

Society does not stand still and every year, every decade, it makes adjustments to its rules, attitudes, and traditions. Globalisation has brought many more changes to social relations, thus making social relations more complex and requiring significantly more skills. On the one hand, globalization provides us with its so-called product - a large

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market of services, tastes, and a variety of cultures; on the other hand, this diversity leads to cultural conflicts, where each representative of a particular culture tries to assert itself and manifest its identity (Abrhám et al., 2018).

A vivid manifestation of globalisation processes is the existence of multilingualism, its impact on social relations, and, accordingly, the emergence of such a phenomenon as multiculturalism. It is not difficult to agree that there are very few homogeneous societies today, while every year they become more diverse and filled with the peculiarities of other cultures. This primarily concerns the language and lifestyle details that are inherent in a particular group of people (Britchenko et al., 2020).

Another important stimulus for the spread of multilingualism and its existence, in general, is the development of the information space and the existence of social networks, where a large number of people from different countries communicate with each other and share details of their lives - whether in personal messages or through photos and videos. In addition, when operating an international company with offices located in different parts of the world, there is a vivid need to communicate with colleagues on work-related issues. For this purpose, it is important to easily navigate the language turns, abbreviations and professional slang of a particular field of activity. Knowledge of several foreign languages is the key to being part of a much larger community, gaining more knowledge, and sharing experiences (Al-Dawoody et al., 2022).

Another factor in the development of multilingualism is the freedom to cross borders and the possibility of employment abroad. The presence of situations that are different, the manifestation of knowledge, skills, emotions, and communication skills have contributed to the mutual influence on culture and language itself.

It is worth noting that multilingualism is the new normal of today's realities. Historical, economic and social factors affect all of us, thus creating a need for people who speak two or more languages. In this regard, an active language policy is being implemented in every country to increase the number of professionals who not only ideally speak their native language, but also have a good command of two or more languages. Language policy involves improving educational programmes, engaging specialists in teaching (in most cases with their teaching methods and strategies), and directing significant resources to position multilingualism as a modern necessity in a more secure context (Bugarski, 2019).

The reality of today is that languages intersect and collide, creating something new, still unknown but interesting. However, translation often becomes a haphazard practice, with texts and words losing their original meaning, and thus the communication skills that have already been developed are lost. In this regard, there is a need to train personnel with excellent language and communication skills, which are in great demand today within the multilingual space (King, 2017).

Foreign languages and proficiency in them are the basis for building close cultural and international ties that open up even greater horizons for economic and social activities. Along with expanding the communication capabilities of international cooperation, there

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is again a need to train professional staff with interpersonal and intercultural communication skills within the framework of a system of universal values (Osiejewicz, 2020). Such personnel must adapt to the rapidly changing multicultural world and its values.

The language policy is based on language strategies and methods that aim to train specialists with due regard for all cultural aspects. The training process should improve communication skills, as this is the cornerstone for establishing cultural interactions and ordinary human relations. Why is it important to master communication skills? The answer is simple - learning a language, its components and its peculiarities directly depends on understanding the national culture, its history and traditions, and communicative competence is a component of cultural competence (Lan, 2020).

It is worth noting that effective communication between representatives of different countries who speak different languages is based on the following aspects:

- Grammatical aspect - provides for fluency in grammar, vocabulary, phonology and semantics;
- Sociolinguistic aspect - involves the skills and abilities of interpreting the sociocultural aspects of speech;
- Strategic aspect - involves the possession of verbal and non-verbal skills for the potential restoration of communication and dialogue, in case of problems with grammatical and sociolinguistic aspects.

Taken together, the above-mentioned forms a full-fledged communicative competence, which implies a qualitative mastery of communicative skills and their skilful use both in learning foreign languages and in establishing socio-cultural ties and direct dialogue (Douglas & Rosvold, 2018).

In the context of our study, it is important to note that in a multilingual environment, English has a special place, being the main language of many international organisations and universal for trade, education and employment. Therefore, it is logical that it is an essential skill for anyone who wants to succeed in the professional or academic sphere in the 21st century and go beyond cultural interactions. However, the world is a dynamic place, and as we have noted, globalisation and the development of the information space are taking their toll. The influence of a multilingual environment encourages learning not just one foreign language, but several to accelerate cultural interactions and improve communication skills.

No doubt, English opens up significant prospects and opportunities, and language policy focuses on ensuring equitable access to high levels of English proficiency so that these opportunities are inclusive rather than exclusive and open to all socio-economic groups. The main goal of language policy is to provide quality teaching of a foreign language and its use in society without harming the learner's own distinctive culture and identity (Kim, 2020). Knowledge of foreign languages in general and English in particular

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is important for a comfortable existence in 2023 and beyond, as it is impossible to use the benefits of the information space, markets and cultural heritage of other countries with only one language.

That is why the purpose of the study is to define the basics of multilingualism, its features; analyse the impact of multilingual learning on the development of communication skills in foreign language learning, in particular at universities, as well as to identify methods, strategies and principles for achieving language interaction. It is also advisable to analyse the benefits of multilingual learning for the acquisition of English and the development of communication skills, and the impact of the modern technologies on the process of multilingual learning and improvement of communication skills.

2. Methodological Framework

Resolution 12/30C, adopted at the 30th session of the UNESCO General Conference in 1999, establishes the paradigm of multilingual education, its main goals and directions, as well as its methodology. Today, multilingual education, the process of teaching foreign languages and the study of dynamics are based on the following approaches (concepts): historical, social, linguistic, didactic and pedagogical.

The historical approach allows us to study multilingual education in terms of the influence of different cultures on it, how certain language norms and cultural differences have been refined over time, as well as how multilingual education has been used to preserve cultural identity and what impact it has had on language policy.

The social approach allows us to define the meaning and place of language in everyday communication, in professional settings, in the course of work and in the course of learning. The social concept shows how multilingual learning is important for cooperation and improving socio-cultural and economic ties between different nationalities. Moreover, this approach provides a more detailed description of the impact of multilingual learning on students' communication skills.

The linguodidactic approach is aimed primarily at developing strategies and methods of multilingual learning, understanding and analysing them in detail. It helps to determine which methods will be more effective and efficient for learning a particular language and which ones are better to leave out. Moreover, this approach identifies universal techniques that are effective for learning several languages simultaneously, providing an innovative approach to modelling the learning process.

The pedagogical concept helps to investigate which language learning strategies will be more effective once they are incorporated into the curriculum, so that the learning process is conducive to multilingual learning itself.

We also used the following methods of scientific knowledge, such as system analysis, synthesis, dialectical and normative methods. The system analysis is used in the study to identify the features of multilingualism, language policy, multilingual education, especially in universities, and the impact of multilingual education on communication skills. This method also contributes to the study of the impact of the use of the latest

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technologies on the process of language learning and the development of communication skills. The synthesis method allows to identify the most effective methods and strategies for multilingual teaching based on existing methods and strategies (as well as linguistic and pedagogical approaches). The dialectical method promotes the development of logical conclusions based on the analysed data in order to formulate the main advantages of multilingual learning for the acquisition of English and the development of communication skills. The normative method is essential for characterising multilingualism and multilingual learning.

We use these concepts and methods in our research to fully achieve our goal and draw appropriate conclusions.

3. Results and Discussion

3.1. Multilingual education: peculiarities and its impact on the development of communication skills in foreign language learning at universities

Our study should analyse in more detail the essence of multilingualism and multilingual education, as well as its direct impact on the development of communication skills in foreign language learning at universities.

Multilingualism and bilingualism are inseparable and mean the possession of two or more languages. First of all, we see the problem of multilingualism as being studied not only by linguists, but also by representatives of other fields and sciences, because, as we have also noted, multilingualism is closely linked to cultural factors, economic circumstances, and historical events.

E. Haugen in his work "Blessings of Babel: bilingualism and language planning: problems and pleasures" points out that there are many definitions of multilingualism. It is logical that there is a broader interpretation - the ability and capacity to create complex foreign constructions, as well as a narrower interpretation of the term - the ability to speak two or more languages. At the same time, the scientist notes that a person can be called multilingual only when the language he or she has mastered has become a means of communication and this person has mastered the appropriate communicative abilities to communicate with native speakers (Haugen, 1987).

In turn, German researcher A. Wilton directly links multilingualism to the concepts of bilingualism and trilingualism (Wilton, 2009). Bilingualism and trilingualism are varieties of multilingualism and mean the possession of two and three languages, respectively.

F. Grosjean in his scientific works uses the terms "bilingualism" and "multilingualism" to refer to the number of languages that a person has mastered. Moreover, the author notes that bilingualism is inherent in many people in the world and is a natural phenomenon due to historical circumstances or geographical location (Grosjean, 1982).

It is worth noting that higher education institutions play a key role in the process of developing multilingualism in both individuals and society.

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In this regard, it is worth defining multilingual education. Multilingual education is a specific educational process in which students acquire skills in several languages simultaneously throughout the entire period of study. This educational process is the basis for the further development of linguistic competence and relevant communication skills in more than one language, while raising students' cultural awareness and providing them with greater opportunities for professional growth and international communication.

It is important to describe in more detail the impact of multilingual learning and its manifestations on students' communication skills in foreign language learning, as communication skills play an important role in establishing connections and maintaining quality dialogues (Lan, 2020). Thus, we can note the following:

- Enrichment of communicative experience - means that during their studies, students have the opportunity to improve their skills and gain experience by communicating with native speakers of different languages at the same time. This, in turn, will allow them to easily adapt their manner of communication to various atypical situations or peculiarities of individual cultures;
- Improving language flexibility - in the process of learning, students better master the vocabulary, language expressions and features of language structures of different cultures. This has a positive impact because students can easily reformulate some atypical expressions of one language into other unique expressions of another language (Sabirova, 2020);
- Development of intercultural competence, which is a better understanding of the peculiarities of the worldview of citizens of other countries.
- The need for a longer time frame - multilingual education requires more time to master several languages than just one. That is why university education should be based on this factor, because without the necessary time, the language will be only a tool, not a fully developed means of communication with a full range of communication skills (Cavallaro et al., 2021).

For better acquisition of language knowledge in the process of multilingual learning and full development of communication skills, it is necessary to think through learning strategies accurately and in detail, as well as to choose methods for a better and faster process.

3.2. *Principles of multilingual education, methods and strategies for achieving harmonious language interaction*

Multilingualism, multilingual education and integrated language policy are priority issues in the 21st century. At the level of the European Union, the task is to make its citizens trilingual to simplify their lives in the single market in the era of globalisation. At the same time, considerable attention is focused on the practice of communication skills in order to achieve harmonious language interaction (Ushioda, 2017).

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Achieving language interaction and improving communication skills is based on certain principles. These include, first of all, the principle of systematicity, which is a combination of practice, pedagogical theory and experiment. The essence of this principle is to provide a kind of methodological dialogue and define the theoretical foundations of a set of scientific areas both within methodological and pedagogical theory and practice as well as in other humanities and social sciences; it ensures the interaction of different scientific fields and the circulation of general concepts (Franceschini, 2011). The principle of systematicity implies the completion of certain tasks so that the student is immersed in different life circumstances, sometimes even unpredictable, in order to develop the desired skills to establish interpersonal dialogue with representatives of different countries.

The second important principle of multilingual education is the principle of combining morality and intellect, which allows each student to build an individual picture of the multilingual world and develop their own attitude towards it. At the same time, the teacher creates the basis for such a construction by implementing pedagogical strategies and well-thought-out methods in educational programmes.

The principle of communicative orientation should be considered in terms of second, third and subsequent languages based on the study of their mother tongue.

It is also advisable to highlight the principle of integration of languages and disciplines, so that the process of studying foreign programmes is intertwined with other disciplines at universities, so that students can practice their communication skills and the language itself in different areas and industries (Zheng, 2021).

Within the framework of multilingual education, it is also worth noting the principle of cognitive orientation, which is the ability to evaluate and analyse certain information in the foreign language studied by the student. This can generally be people's own judgements, the student's own thoughts, assessment of verbal or non-verbal actions, etc. It is important to note that building learning on the basis of this principle is necessary given the mentality of different nations, the diversity of their ideas and perceptions of the world. This is where you can compare, find common and distinctive features of your own culture and a foreign one. The best solution may be to involve either native-speaking teachers or other native-speaking students to practice language and communication skills (Williams, 2022).

The process of multilingual learning should generally be based on the equality of languages, i.e. there is no main and secondary language. When this principle is respected, a favourable environment exists for the full acquisition of languages.

Methods and strategies of multilingual teaching are based on the above principles. It should be noted that the methodology of multilingual teaching should be based on the psycholinguistic specifics of the language and mental activity of people who already speak two languages and are going to learn another language (Fidkevych, 2023).

One of the most common methods of multilingual learning is the use of game-based methods, such as simulating a certain situation or event, immersing yourself in a

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certain area of life, or when a student is learning another area of activity in parallel, creating a similar model of the situation for them and developing their communication skills. Students simultaneously learn both subject content and language skills, developing their linguistic and cognitive abilities. Such simulations are a kind of catalyst for the learning process, combining experience in the profession of the student's choice with language learning and the practice of foreign languages in the specifics of their work. In general, such games and simulations activate all students' capabilities, as they allow them to show their creativity, possible rivalry and excessive emotionality (Kim, 2020).

In the course of the game, students can also form groups to solve different tasks, thus improving their communication skills in the process of communicating with each other and solving the tasks themselves.

It is also important not to forget about listening, reading and holding dialogues with the teacher. It is then that the game, combined with the above, will give its results and fulfil its functions, namely:

- Activating function, which is to stimulate needs and interests;
- Developmental function - develops students' creativity and independence in learning the necessary material;
- Communicative function - realised through communication and by regulating the relationship between students and between students and teachers;
- Informational function - manifested in the focus of the game content on social, psychological and methodological problems (Zaluzhna, 2018).

The method of language rotation is quite interesting and effective, where the following happens when studying several languages: the student alternates languages for several days, when one day the student studies all subjects in one language, communicates in it during breaks, etc., and on another day - in another language. This results in no workload for the student and ease of perception of language rules, etc.

Another effective method is for students to create their own language learning portfolios, which include written texts or dialogues, audio recordings, and their own reflections. This is primarily done to help students track their own progress and identify mistakes that should be avoided in the future.

It is also worth pointing out an equally effective tool for developing communication skills in multilingual education, such as participation in global projects and virtual student exchanges, which facilitates the exchange of experience and knowledge. The latest technologies, online resources, and applications are used to work on projects and better absorb information (Mohanty, 2019).

Standard methods such as grammar-translation methods (translation from a foreign language to the mother tongue and vice versa), audiolingual methods (focusing on listening and pronunciation), and methods of learning grammar and vocabulary through

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context are quite effective. However, they should be used in conjunction with other methods for even better results (Heugh et al, 2017).

All of the above, all the principles and methods form the strategy of multilingual education. They are formed on the basis of performance data, as well as student surveys. Moreover, the strategy includes comfortable learning conditions, division into small groups of students and separate days for individual work, active involvement of the teacher and students, the use of questions for more detailed and qualitative learning of the material and practice of communication skills, alternation of communication styles from formal to everyday (Crystal, 2006).

Undoubtedly, using the above methods and following the principles are important in planning truly effective strategies, and require careful planning, inclusive policies and the integration of technology and pedagogical approaches. It is important for the university to develop an effective admissions policy that is inclusive of multilingual students. It is necessary to recognise the fact that there is a diversity of language qualifications and the need to provide support in the form of additional courses for students whose mother tongue is not the language of instruction. It is advisable to create comprehensive support services for students learning multiple languages. Such support may include tutoring services or language laboratories, which can have a positive impact on language proficiency and academic communication skills. It is also worth focusing on the design of the curriculum and its content.

The programme should be designed with linguistic diversity and cultural aspects in mind. It is appropriate to use texts, materials and resources that meet the needs of learners with different language backgrounds. It is also important to note that the use of the latest technologies is imperative for students to achieve the desired results (Bodnariuk & Bauer, 2021). By the way, a very promising and effective solution would be to create a peer support programme where more experienced multilingual students would be mentors for their peers. Peer tutoring can create a community of support and help students gain confidence in using academic language. It should be noted that along with the above, feedback should also be provided so that problematic issues can be addressed immediately.

The principles, methods and strategies of language learning are undoubtedly applicable to English. The fact remains that English has effectively become a global language and the official language of most international organisations. Does this hinder other languages? Only time will tell, but we can already analyse in detail the effectiveness of the most commonly used methods of learning English. The most commonly used methods are games to build vocabulary and react quickly to changing situations in order to express their thoughts and emotions as accurately as possible. At the same time, small group project work is also used to combine the process of learning English with another area of activity, thereby expanding vocabulary and improving communication skills. The grammatical-translation method (translation from a foreign language to the native language and vice versa), the audiolingual method (focusing on listening and

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pronunciation), and the method of learning grammar and vocabulary through context are traditional methods of learning English, but only in combination with the above.

3.3. The main advantages of multilingual education

Multilingual learning has a number of benefits. While for most, these benefits include ease of travel and social networking, but there are many more visible and invisible career, psychological and social benefits. These include:

- Improving communication skills, as we mentioned above, but we emphasise once again that the more languages you know, the easier and more comfortable you are in finding common ground with foreigners.
- Increased competitiveness - knowing foreign languages puts you on a higher level among others, because the ability to perform a wider range of tasks for higher pay immediately increases. This also increases your chances of moving up the career ladder to managerial positions. Many companies, especially those with offices in different countries, now see multilingualism as a high priority.
- Cognitive benefits of adapting to the environment more quickly.
- Multitasking - multilingualism directly correlates with performing different kinds of tasks. It's not necessarily about the quantity, but rather the diversity of the processes themselves (Kim, 2020).
- Positive impact on health - recent studies show that multilingualism has a positive effect on brain function and delays the onset of Alzheimer's disease.
- Improved memory and attention span, which multiplies your perspectives. You can quickly remember different facts, languages, and see the world in a different way. Accordingly, such individuals are more open to change and new experiences.
- Increased ability to learn other languages - language skills can reinforce each other, and with the help of familiar methods and strategies of multilingual education, you can easily learn another language or two (if you wish) (Bangalore, 2018).
- Increase your self-esteem - the key point is that knowing several languages and using them both in everyday life and in your professional life gives you confidence in your abilities and capabilities. And this, in turn, helps you move through life more easily and achieve your goals.
- Development of critical thinking - methods such as project-based learning and various interactive exercises contribute to the development of not only independence in decision-making and creativity, but also the development of students' critical thinking.

3.4. Global developments in multilingual learning and teaching technologies

Our study should also analyse an important aspect of multilingual education, which significantly improves students' communication skills. It is the active involvement of the latest technologies and platforms created on their basis in teaching. The global

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development of technology-enhanced multilingual learning and teaching reflects a dynamic landscape where digital tools and platforms are used to support language education in different contexts.

The proliferation of such platforms that assist in the learning of multiple languages has made multilingual education more accessible to the public. Platforms such as Duolingo, Babbel and Rosetta Stone and many other local platforms offer interactive lessons, gamified experiences and personalised learning paths for multilingual users (Bodnariuk & Bauer, 2021).

A good tool is also the creation of virtual language classrooms and audiences, which is an incentive to hold various conferences that bring together teachers and students from different universities and different countries. This is a truly progressive and effective opportunity to maintain real-time interaction with students, develop joint projects and methodologies, and most importantly, language practice in a variety of language contexts (Fidkevych, 2023).

Moreover, new technologies have accelerated the creation of a large amount of educational language content, involving both standard book-based learning methods and more modern ones, such as teaching with the help of film excerpts, which explain typical rules of language use, etc.; or conducting multilingual interactive simulations, while meeting the needs of all students.

A real breakthrough has been the use of artificial intelligence, which is increasingly being integrated into various language learning platforms to provide a personalised learning experience. Thanks to AI algorithms, it is possible to easily analyse students' language learning progress and adapt educational content to the individual needs of each student, supporting multilingual education for a global audience (What are the benefits of multilingual lectures in education, 2023).

Also, in the process of learning multilingual education, various mobile applications and games have a great impact on the development of communication skills. Such gamification elements are generally used in technologically advanced multilingual education. The use of such opportunities has a positive impact on the accessibility and convenience of language learning in a rather enjoyable and interactive way (Panchenkova, 2020).

By the way, most of the additional educational courses that students can choose from are now generally conducted online, allowing them to join foreign language courses with native speakers from the comfort of their homes, while sharing their own experiences with others. This meets the needs of different language communities and creates a more inclusive global educational landscape (Bodnariuk & Bauer, 2021).

In terms of assessment, digital tools for evaluating language proficiency, such as online language tests and exams, are increasingly being used. This provides learners with instant feedback on their language skills. In general, adaptive algorithms are used to assess proficiency in multiple languages.

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Recently, virtual reality has also been increasingly used to teach multiple languages while simulating real-life scenarios. Learners are engaged in what is known as 'living in a multilingual virtual environment', while positively influencing the improvement of language skills in contextually relevant situations. An emphasis on digital literacy is essential for learners participating in multilingual learning with technology, including in virtual reality. Educators are integrating digital literacy skills into language curricula to enable learners to effectively navigate online resources (Fidkevych, 2023).

Digital platforms facilitate global collaboration between language teachers. Teachers can collaborate across borders, sharing best practices, developing joint projects and creating multilingual learning environments for their students. Moreover, the latest technologies allow for the creation of educational resources targeted at students with different linguistic backgrounds and language proficiency levels. These resources include subtitles, transcriptions and adaptive content to meet different learning needs.Thus, by introducing the latest technologies into the multilingual learning dimension, they contribute to much better results among students and the development of their communication skills.

4. Conclusion

Our research clearly demonstrates the effectiveness of harmonious multilingual learning and the impact of multilingual learning on the development of communication skills. We have studied the peculiarities of multilingual learning and outlined its main advantages. Multilingual education is a specific educational process in which students acquire skills in several languages simultaneously throughout the entire period of study. This educational process is the basis for the further development of linguistic competence and relevant communication skills in more than one language, while raising students' cultural awareness and providing them with greater opportunities for professional growth and international communication. These include: improved communication skills, increased competitiveness, cognitive benefits, multitasking, positive health effects, improved memory and attention, enhanced perspective taking, increased ability to learn other languages, increase your self-esteem, development of critical thinking.

The article also analyses the impact of multilingual learning and its manifestations on students' communication skills in learning foreign languages, the main manifestations of which include enrichment of communication experience, improvement of language flexibility, development of intercultural competence and the need for a longer time frame. It has been determined that multilingual learning is based on the following principles: the principle of systematicity, which is a combination of practice, pedagogical theory and experiment; the principle of multilingual education; the principle of combining morality and intellect, the principle of communicative orientation; the principle of integration of languages and disciplines, the principle of cognitive orientation. In general, the process of multilingual education should be based on the equality of languages, i.e. there is no main

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and secondary language. When this principle is respected, there is a favourable environment for full language acquisition.

The main methods of learning foreign languages include games, participation in various projects, working in small groups, combining the study of several languages with another field of activity, listening, writing, grammar and translation methods, and methods of learning grammar and vocabulary through context. These methods are especially effective in learning English. Due to historical circumstances, English is a "global" language, and therefore its study is the most widespread. In this regard, the methods described above are best proven to be effective and efficient through the prism of learning English.

All of the above constitutes a strategy for multilingual learning that is constantly being improved. They should be improved not only by teachers' suggestions, but also by surveying students themselves, their impressions, preferences, and vice versa. The assessment of students' performance is manifested in their ability not only to communicate in a foreign language on occasion, but also to understand its subtleties and the specifics of communication with representatives of foreign countries. Equally important, students should have a set of communication skills that fully form a personality that is proficient in foreign languages.

It is also important to conclude that new technologies are also playing a positive role in multilingual education The global development of multilingual learning and teaching with technology reflects a dynamic landscape where digital tools and platforms are being used to support language education in different contexts. The proliferation of such platforms that help in learning multiple languages has made multilingual education more accessible to the public. A good tool is the creation of virtual language classrooms and audiences, which is an incentive to hold various conferences that bring together teachers and students from different universities and different countries. Moreover, the latest technologies have accelerated the creation of a large amount of educational language content, involving both standard book-based learning methods and more modern ones. A real breakthrough has been the use of artificial intelligence, which is increasingly being integrated into various language learning platforms to provide a personalised learning experience. In addition, various mobile applications and games have a great impact on the development of communication skills, among other things, in the process of learning multilingual education. In terms of knowledge assessment, digital tools for assessing language proficiency, such as online language tests and exams, are increasingly being used. This provides learners with instant feedback on their language skills. Moreover, the latest technologies allow for the creation of educational resources targeted at learners with different language backgrounds and proficiency levels.

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Olga Oliinyk supervised the conceptualization of the project and contributed to formal analysis. *Nadiya Bevz* performed formal analysis, reviewed and edited the writing, and administered this research. *Igor Shuliakov* handled methodology, resourced the study, and visualised data. *Inna Derevianko* compiled the data, conducted research investigation, and drafted the original writing.

Declaration of conflicting interest

The authors declared no conflicts of interest with respect to the research, authorship, and/or publication of the article.

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