



THE ROLE OF VARK TECHNOLOGY IN DEVELOPING CREATIVE COMMUNICATIVE

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Annotation

This study examines the pedagogical potential of the VARK model in enhancing creative communicative competence among language learners. It integrates theoretical perspectives from leading scholars and highlights the role of multimodal learning in fostering adaptability, creativity, and effective communication skills.

Key words: VARK model, communicative competence, multimodal learning, language teaching, creative thinking

TIL O'QITISHDA IJODIY KOMMUNIKATIV KOMPETENSIYANI RIVOJLANTIRISHDA VARK TEXNOLOGIYASINING O'RNI

Annotatsiya

Mazkur maqolada VARK modeli asosida ijodiy kommunikativ kompetensiyani rivojlantirishning pedagogik imkoniyatlari yetakchi olimlar qarashlari asosida tahlil qilinadi. Multimodal o'qitish orqali o'quvchilarning nutqiy faolligi va ijodiy fikrlashi rivojlantirilishi ilmiy jihatdan asoslab beriladi.

Kalit so'zlar: VARK modeli, kommunikativ kompetentlik, multimodal ta'lim, til o'qitish, ijodiy fikrlash

РОЛЬ ТЕХНОЛОГИИ VARK В РАЗВИТИИ ТВОРЧЕСКОЙ КОММУНИКАТИВНОЙ

компетенции при обучении языку



Аннотация

В статье на основе научных взглядов ведущих исследователей рассматриваются педагогические возможности модели VARK в развитии творческой коммуникативной компетенции. Обосновывается эффективность мультимодального обучения в формировании речевых навыков и креативного мышления.

Ключевые слова: модель VARK, коммуникативная компетенция, мультимодальное обучение, обучение языку, креативное мышление

In contemporary language education, the development of communicative competence has become a fundamental objective. According to Hymes (1972), communicative competence extends beyond grammatical knowledge and includes the ability to use language appropriately in social contexts. This perspective has significantly influenced modern approaches to language teaching, emphasizing functional and pragmatic aspects of communication.

Further expanding this concept, Canale and Swain (1980) identified key components of communicative competence, including grammatical, sociolinguistic, discourse, and strategic competences. These components highlight the complexity of language use and the necessity of developing learners' ability to communicate effectively in real-life situations.

In recent years, scholars have increasingly focused on creative communicative competence as an advanced level of communicative ability. Richards (2006) argues that modern language teaching should foster not only accuracy but also fluency, flexibility, and creativity in language use. This requires innovative teaching approaches that engage learners in meaningful and dynamic communication.

One such approach is the VARK model developed by Fleming (2001), which categorizes learners according to their preferred sensory modalities: visual, auditory, reading/writing, and kinesthetic. Fleming (2001) suggests that effective learning occurs when instruction aligns with learners' preferred styles, thereby enhancing comprehension and retention.

The theoretical foundation of multimodal learning is also supported by Paivio's dual coding theory (Paivio, 1986), which emphasizes the importance of combining verbal and visual information for effective cognitive processing. Similarly, Gardner (1983) highlights the diversity of human intelligence and supports the idea that learners process information in different ways.



The application of the VARK model in language teaching creates a multimodal learning environment that integrates these theoretical perspectives. The visual component supports conceptual understanding through images and diagrams, while the auditory component enhances listening and speaking skills. The reading/writing component contributes to linguistic accuracy, and the kinesthetic component promotes experiential learning through active participation.

Moreover, the use of VARK technology aligns with the principles of communicative language teaching, as emphasized by Brown (2007), who highlights the importance of interaction, meaningful communication, and learner engagement. Through role-plays, simulations, and problem-solving tasks, learners are encouraged to use language creatively and contextually.

The integration of VARK with modern methodologies such as CLIL and PBL further enhances its effectiveness. Marsh (2002) notes that CLIL promotes both content and language learning, while problem-based approaches encourage critical thinking and problem-solving skills.

Another important aspect is learner motivation. Dörnyei (2001) emphasizes that motivation plays a crucial role in language learning success. VARK-based instruction increases motivation by addressing learners' preferences and creating engaging learning environments.

In conclusion, the VARK model serves as a powerful pedagogical tool for developing creative communicative competence. By integrating multimodal learning principles with communicative and cognitive theories, it enables learners to develop flexibility, creativity, and effectiveness in language use.

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