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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

# M

# AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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# EXPERIMENTAL STUDY ON THE PSYCHO-PEDAGOGICAL EFFECTIVENESS OF MALL- BASED MULTIMODAL LEARNING IN DEVELOPING PLURICULTURAL COMPETENCE

Azimova Sevara Muzaffar qizi

Teacher, Mamun University

**Abstract:** This study investigates the psycho-pedagogical effectiveness of Mobile-Assisted Language Learning (MALL)-based multimodal learning in developing pluricultural competence among philology students in English as a Foreign Language (EFL) contexts. Using a quasi-experimental design involving control and experimental groups, the research evaluates changes in students' intercultural awareness, communicative adaptability, motivation, and reflective thinking. The findings demonstrate that the integration of mobile technologies and multimodal instruction significantly enhances both the cognitive and affective dimensions of pluricultural competence.

**Key words:** pluricultural competence, Mobile-Assisted Language Learning (MALL), multimodal learning, psycho-pedagogical effectiveness, intercultural communication, motivation, EFL learners.

**Annotatsiya:** Mazkur tadqiqot ingliz tilini xorijiy til sifatida o'rganish (EFL) muhitida tahsil olayotgan filologiya yo'nalishi talabalari orasida plurimadaniy kompetensiyani rivojlantirishda Mobile-Assisted Language Learning (MALL) asosidagi multimodal ta'limning psixologik-pedagogik samaradorligini o'rganishga bag'ishlangan. Tadqiqotda nazorat va tajriba guruhlarini qamrab olgan kvazi-eksperimental metodologiyadan foydalanilib, talabalarining madaniyatlararo xabardorligi, kommunikativ moslashuvchanligi, motivatsiyasi hamda reflektiv fikrlashidagi o'zgarishlar tahlil qilindi. Natijalar mobil texnologiyalar va multimodal ta'lim integratsiyasi plurimadaniy kompetensiyaning kognitiv hamda affektiv jihatlarini sezilarli darajada rivojlantirishini ko'rsatdi.

**Kalit so'zlar:** plurimadaniy kompetensiya, Mobile-Assisted Language Learning (MALL), multimodal ta'lim, psixologik-pedagogik samaradorlik, madaniyatlararo kommunikatsiya, motivatsiya, EFL talabalari.

**Аннотация:** Данное исследование посвящено изучению психолого-педагогической эффективности мультимодального обучения на основе Mobile-Assisted Language Learning (MALL) в развитии плюрикультурной компетенции студентов-филологов, обучающихся в условиях английского языка как иностранного (EFL). В исследовании использовался квазиэкспериментальный дизайн с контрольной и экспериментальной группами, что позволило оценить изменения уровня межкультурной осведомлённости, коммуникативной адаптивности, мотивации и рефлексивного мышления студентов. Результаты показали, что интеграция мобильных технологий и мультимодального обучения существенно способствует развитию как когнитивных, так и аффективных компонентов плюрикультурной компетенции.

**Ключевые слова:** плюрикультурная компетенция, Mobile-Assisted Language Learning (MALL), мультимодальное обучение, психолого-педагогическая эффективность, межкультурная коммуникация, мотивация, изучающие английский язык как иностранный (EFL).

## INTRODUCTION

In the context of rapid globalization and increasing intercultural interaction, the development of pluricultural competence has become one of the central objectives of foreign language education, particularly among philology students who are expected to function effectively in diverse linguistic and cultural environments. Pluricultural competence extends beyond the mere acquisition of linguistic knowledge and encompasses the ability to navigate, interpret, and mediate among multiple cultural perspectives. Therefore, fostering this competence requires innovative pedagogical approaches that integrate both the cognitive and affective dimensions of learning.



Recent advancements in digital technologies have significantly transformed educational practices, giving rise to Mobile-Assisted Language Learning (MALL) as a flexible and learner-centered approach. MALL enables continuous access to learning materials while promoting learner autonomy, interaction, and personalized learning experiences. At the same time, the integration of multimodal learning—combining textual, auditory, visual, and interactive elements—aligns with contemporary theories of cognitive processing and enhances learners' engagement and knowledge retention. From a psycho-pedagogical perspective, such learning environments have considerable potential to positively influence key factors, including motivation, cognitive load management, emotional engagement, and intercultural sensitivity.

Although the existing literature demonstrates growing scholarly interest in MALL and multimodal instruction, further empirical research is needed to comprehensively examine their combined psycho-pedagogical contribution to the development of pluricultural competence. In particular, greater attention should be devoted to understanding how these approaches influence both the psychological processes and educational outcomes of philology students in English as a Foreign Language (EFL) contexts. This research direction highlights the importance of systematic experimental studies aimed at evaluating not only the effectiveness of instructional interventions but also the mechanisms that facilitate successful learning.

The present study seeks to contribute to this field by investigating the psycho-pedagogical effectiveness of MALL-based multimodal learning in developing pluricultural competence among philology students. The research employs an experimental design involving control and experimental groups and incorporates pre-test and post-test measures to assess changes in learners' competence. In addition, the study examines key psychological variables such as motivation, engagement, and intercultural sensitivity, thereby providing a comprehensive understanding of the learning process and its educational outcomes.

## LITERATURE REVIEW

The development of pluricultural and intercultural competence has been extensively examined by numerous scholars in the fields of linguistics, pedagogy, and educational psychology. In particular, Michael Byram introduced the concept of intercultural communicative competence, emphasizing the role of attitudes, knowledge, and skills in mediating between cultures. His model highlights the importance of critical cultural awareness and has served as a theoretical foundation for a wide range of studies in foreign language education.

Similarly, Claire Kramsch emphasized the symbolic and interpretive dimensions of language learning, arguing that language learners should develop the ability to understand and negotiate cultural meanings effectively. Her research supports the idea that cultural competence is inseparable from linguistic competence, which constitutes one of the core principles of pluricultural education.

In the field of technology-enhanced learning, Richard Mayer developed the Cognitive Theory of Multimedia Learning, which explains how learners process information through dual channels, namely visual and auditory systems. This theory provides a strong theoretical basis for the use of multimodal materials in educational settings. Furthermore, John Sweller introduced Cognitive Load Theory, emphasizing that instructional design should take learners' cognitive capacity into consideration in order to ensure effective and meaningful learning outcomes.

Research on Mobile-Assisted Language Learning (MALL) has also attracted considerable scholarly attention. Researchers such as Agnes Kukulska-Hulme have demonstrated that mobile technologies enhance learner autonomy, accessibility, flexibility, and engagement. Existing studies indicate that MALL environments create valuable opportunities for authentic interaction and continuous learning beyond traditional classroom settings.

From a psycho-pedagogical perspective, Edward Deci and Richard Ryan developed the Self-Determination Theory, which explains how intrinsic motivation can be strengthened through autonomy, competence, and relatedness. This theoretical framework is particularly relevant to MALL-based learning environments, where learners are provided with greater flexibility and control over their educational experiences.

In Uzbek pedagogical research, significant contributions have also been made toward improving language teaching methodologies and integrating modern technologies into the educational process. For example, N. M. Makhmudov explored issues related to language teaching and communicative competence, emphasizing the importance of developing students' functional language skills. His research provides an important foundation for understanding the pedagogical dimensions of language education in Uzbekistan.

In addition, B. Xodjaev conducted extensive research on modern pedagogical technologies and their role in improving teaching effectiveness. His studies highlight the significance of interactive and student-centered approaches, which are highly compatible with multimodal and MALL-based learning environments.

Research on the integration of information and communication technologies (ICT) into education has also been actively addressed by Uzbek scholars, who emphasize the importance of innovative approaches in higher education. These studies demonstrate that digital technologies contribute positively to students' motivation, engagement, and independent learning skills.

Despite the growing scholarly interest in these areas, further research opportunities remain regarding the combined psycho-pedagogical influence of MALL-based multimodal learning on the development of pluricultural competence among philology students in Uzbekistan. This research direction highlights the academic relevance and practical significance of the present study.

## RESEARCH METHODOLOGY

This study aims to investigate the psycho-pedagogical effectiveness of a Mobile-Assisted Language Learning (MALL)-based multimodal instructional model in enhancing pluricultural competence among philology students in English as a Foreign Language (EFL) contexts. The research is grounded in an integrative methodological framework that combines mobile learning technologies, multimodal instruction, and contemporary psycho-pedagogical principles, including motivation, cognitive engagement, and intercultural sensitivity.

A quasi-experimental research design was employed to evaluate the effectiveness of the proposed model through a comparative analysis of the experimental and control groups. The study was conducted in three stages: diagnostic, formative, and final (control).

At the diagnostic stage, a total of 270 students participated in the research, including 138 students in the experimental group and 132 students in the control group. The primary objective of this stage was to determine the baseline level of students' pluricultural competence and related psycho-pedagogical indicators. Data were collected through diagnostic tests, situational intercultural tasks, reflective questionnaires, and evaluation rubrics. The assessment focused on key components such as intercultural awareness, cultural interpretation skills, communicative flexibility, motivation, and engagement. The findings revealed no statistically significant differences between the groups at the initial stage, thereby confirming the comparability and validity of the experimental design.

During the formative stage, the instructional process for the 138 students in the experimental group was organized on the basis of the developed MALL-based multimodal model, whereas the 132 students in the control group were instructed using traditional teaching methods. In the experimental group, mobile applications and digital platforms were actively integrated to provide multimodal content, including video materials, audio resources, interactive texts, and real-life cultural scenarios. Students participated in structured activities such as intercultural discussions, role-plays, case analyses, and problem-solving tasks supported by mobile technologies.

From a psycho-pedagogical perspective, particular attention was devoted to enhancing students' intrinsic motivation, emotional engagement, and reflective learning. Learner-centered strategies, including task-based learning, collaborative activities, and self-reflection practices such as self-assessment and learning journals, were systematically implemented throughout the instructional process. The teacher functioned primarily as a facilitator and guide, while mobile technologies provided continuous access to educational materials, interactive feedback, and opportunities for autonomous learning.

At the final (control) stage, the same 270 students (138 from the experimental group and 132 from the control group) were reassessed using identical diagnostic instruments. For evaluation purposes, pluricultural competence was assessed according to five key criteria: intercultural awareness, interpretative and relational skills, communicative adaptability, motivation and engagement, and reflective ability. Each criterion was measured across three proficiency levels: high, medium, and low.

Thus, the applied methodology ensured a scientifically grounded, systematic, and reliable evaluation of the psycho-pedagogical effectiveness of the proposed MALL-based multimodal instructional model in developing students' pluricultural competence (Table 1).

**Table 1: Respondents' Data Before (Pre-Test) and After (Post-Test) the Experiment**

Criteria	Groups	Assessment levels					
		High		Medium		Low	
		E.pre	E.post	E.pre	E.post	E.pre	E.post
Intercultural Awareness	Experimental	24	45	44	69	70	24
	Control	22	21	39	44	71	67
Interpretative and Relational Skills	Experimental	24	45	44	69	70	24
	Control	22	23	40	42	70	67



<b>Communicative Adaptability</b>	Experimental	24	44	43	70	71	24
	Control	23	22	40	43	69	67
<b>Motivation and Engagement</b>	Experimental	25	46	45	68	68	24
	Control	21	23	41	43	70	66
<b>Reflective and Critical Thinking Ability</b>	Experimental	23	45	44	69	71	24
	Control	22	21	39	43	71	68
<b>Total</b>	Experimental	24	45	44	69	70	24
	Control	22	22	40	43	70	67

Based on the statistical values presented in the table, the results of the experimental group before (pre-test) and after (post-test) the experiment can be illustrated and interpreted through the following graph (Figure 1).

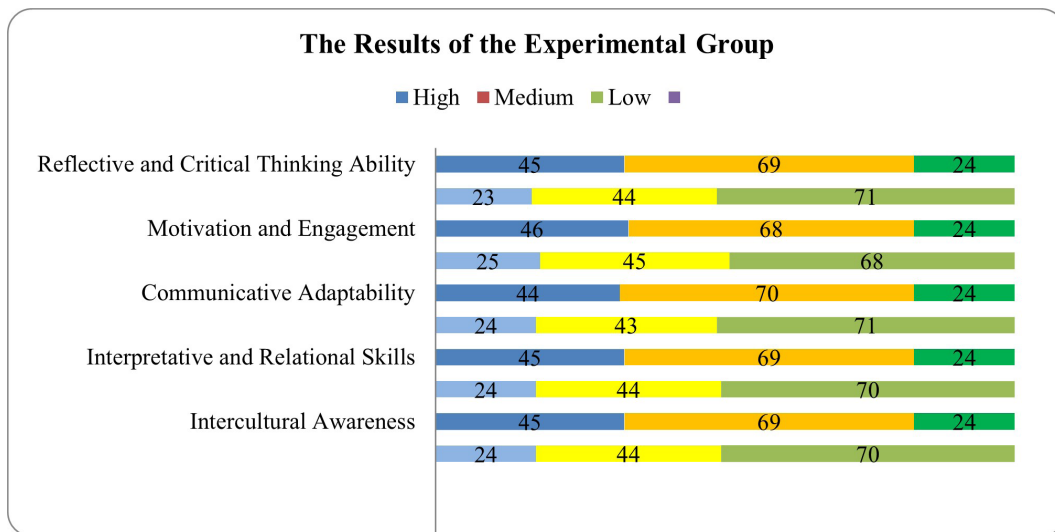


Figure 1: Comparison of the Experimental Group's Results Before and After the Experiment

## ANALYSIS AND RESULTS

The results of the experimental study revealed significant improvements in the pluricultural competence of students in the experimental group compared with those in the control group. Based on the statistical data obtained from the pre-test assessments, considerable positive changes were identified across all five evaluation criteria: intercultural awareness, interpretative and relational skills, communicative adaptability, motivation and engagement, and reflective and critical thinking ability.

At the initial (diagnostic) stage, both the experimental and control groups demonstrated relatively similar distributions across the assessment levels (high, medium, and low), indicating the absence of statistically significant differences between the groups. This confirms the reliability and validity of the experimental design and ensures that the subsequent changes may be attributed primarily to the implemented instructional intervention rather than to external factors.

Following the implementation of the MALL-based multimodal instructional model during the formative stage, the experimental group demonstrated a substantial increase in the number of students achieving high-level performance across all evaluation criteria. For example, in terms of intercultural awareness, the number of students at the high level increased significantly, while the proportion of students at the low level decreased considerably. Similar positive trends were observed in interpretative and relational skills, as well as communicative adaptability, where students demonstrated enhanced ability to analyze cultural contexts and adapt their communication strategies appropriately.

Particularly significant improvements were identified in the psycho-pedagogical dimensions of the study. The criterion of motivation and engagement demonstrated a notable increase in high-level indicators within the experimental group, suggesting that the integration of mobile technologies and multimodal content positively influenced students' intrinsic motivation and active participation in the learning process. This finding is consistent with Self-Determination Theory, which emphasizes the importance of autonomy and interactive learning environments in enhancing learners' motivation.

Furthermore, the development of reflective and critical thinking ability indicates that students became more capable of evaluating cultural phenomena, reconsidering stereotypes, and engaging in deeper cognitive processing. These outcomes may be associated with the implementation of reflective tasks, problem-solving activities, and authentic cultural scenarios integrated into the MALL-based multimodal learning environment.

In contrast, the control group, which was instructed through traditional teaching methods, demonstrated only limited improvements across the same criteria. The distribution of students across the assessment levels remained relatively stable, with comparatively minor progress from low to high levels. These findings provide empirical support for the effectiveness of the proposed MALL-based multimodal instructional model.

From a theoretical perspective, the results are consistent with the principles of the Cognitive Theory of Multimedia Learning and Cognitive Load Theory, as the multimodal presentation of information facilitated improved comprehension and knowledge retention. In addition, the findings support previous research on Mobile-Assisted Language Learning (MALL), which highlights the role of mobile technologies in promoting learner autonomy, engagement, and continuous learning opportunities.

In summary, the results of the study demonstrate that the integration of MALL and multimodal instructional strategies exerts a significant positive influence on the development of pluricultural competence among philology students. The observed improvements in both cognitive and affective domains confirm the psycho-pedagogical effectiveness of the proposed model and highlight its considerable potential for broader application in foreign language education.

## CONCLUSION AND RECOMMENDATIONS

This study demonstrated that MALL-based multimodal learning constitutes an effective approach to developing pluricultural competence among philology students. The findings revealed significant improvements in the experimental group across key evaluation criteria, including intercultural awareness, communicative adaptability, motivation, and reflective thinking, in comparison with the control group.

The results confirm that the integration of mobile technologies and multimodal instructional strategies enhances both the cognitive and psycho-pedagogical dimensions of learning. In particular, increased motivation, learner engagement, and active participation played a substantial role in students' academic and intercultural development. Moreover, the application of learner-centered and technology-supported instructional methods contributed positively to the formation of reflective thinking and intercultural communication skills.

From a practical perspective, the study highlights the considerable potential of MALL-based multimodal approaches as innovative and effective strategies for improving pluricultural competence in English as a Foreign Language (EFL) contexts. Therefore, it is recommended that higher educational institutions integrate mobile technologies and multimodal learning resources more systematically into foreign language teaching practices. In addition, educators should incorporate interactive, collaborative, and reflective learning activities in order to strengthen students' intercultural awareness and communicative competence.

Furthermore, future research may focus on investigating the long-term impact of MALL-based multimodal learning, expanding the study to larger and more diverse learner populations, and exploring additional psycho-pedagogical variables associated with pluricultural competence development.

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- 13.00.00 Pedagogika fanlari
  - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
  - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
  - 13.00.03 Maxsus pedagogika
  - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
  - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
  - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
  - 13.00.07 Ta'limda menejment
  - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
  - 13.00.09 Ijtimoiy pedagogika
  - 07.00.00 Tarix fanlari
  - 19.00.00 Psixologiya fanlari
  - 01.00.00 Fizika-matematika fanlari
  - 02.00.00 Kimyo fanlari
  - 03.00.00 Biologiya fanlari
  - 09.00.00 Falsafa fanlari
  - 10.00.00 Filologiya fanlari
  - 11.00.00 Geografiya fanlari



# MAKTABGACHA VA MAKTAB TA'LIMI

**Mas'ul muharrir:** Ramzidin Ashurov

**Ingliz tili muharriri:** Murod Xoliyorov

**Musahhih:** Alibek Zokirov

**Sahifalovchi va dizayner:** Iskandar Islomov

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