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MULTIMODALITY IN TEACHING ENGLISH

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Abstract. *This article deals with the concept of multimodality in teaching English to students of technical universities. Various methods of using multimodality in the classroom are proposed, and the possibilities of this type of teaching as a means of improving the effectiveness of the educational process are revealed.*

Key words: *multimodality, educational resources, communication, teaching, digital education.*

Introduction. In the modern educational process, multimodal types of material presentation are becoming increasingly common. The widespread use of information and communication technologies and the active introduction of digital educational resources have led to changing the presentation of educational materials: the linear (printed) format has been replaced by a multimodal format, which is due to the combination of different sign systems.

Main part. Multimodality denotes the recipient's ability to perceive information in multiple ways. It is a range of experiences made possible by the sense organs, or a type of sensory information perception system. Since its introduction in foreign linguistics by Kress and Van Leeuwen to describe polycode combinations, the term "multimodality" has found widespread application in various fields, particularly in communication theory and education. To retain and share the necessary information, multimodal communication integrates many ways of assimilation, creation, and interpretation of meaning by the target audience. Since it makes extensive use of network multimedia resources and other digital pedagogical tools, the educational environment is fundamentally multimodal [1]. This progressive transition from monomodality to multimodality was made possible by these tools.

The fact that written and spoken communication are no longer the exclusive means of information transmission justifies the need for multimodal content creation in the context of teaching foreign languages. Different signs, such as verbal and nonverbal, alphabetic and non-alphabetic, as well as signs of various codes, such as font, color, symbols, etc., can be employed in the communication process, which can be oral or written.

Textual information is combined with audio or video in modern digital communication methods, which show the convergence of signals from disparate coding systems [3]. In this regard, the digital learning environment should be built around the amalgamation of various media types, as learners will process and retain information more effectively and permanently when it is accompanied by sound or visuals in addition to traditional educational texts.

The use of contemporary technologies has improved conventional teaching methods. Learning a foreign language, no longer requires a non-digital approach. In order to present material in the best feasible formats and sizes, educators actively use multimedia resources, including interactive films and photos, discussion boards, and online assignments [2]. Technology integration in education that works requires both subject matter content and pedagogical expertise.

These days, text, images, audio, video, and presentations are heavily used in the classroom, reinforcing the expression of learning content. Meanwhile, websites, online courses, and applications on portable devices can be used as learning tools after class, providing excellent support for students' offline learning.

Different educational resources have meaning and significance that are unique to each individual. The values and customs of society also have an impact on students. Motivational variables (e.g., parents' and friends' enthusiasm in certain spheres) also matter. Thus, one of the most challenging parts of choosing content for a class is taking into account personal tastes. The degree to which students comprehend and accept the educational product is a crucial factor to consider.

There are a number of reasons why teaching English with multimodality can be very successful. It first accommodates a variety of learning methods among the students. While some people learn best visually, others learn best audibly or kinesthetically. Teachers may engage all sorts of learners and improve the learning process by combining visuals, audio.

Furthermore, it facilitates students' comprehension and retention of novel vocabulary and grammatical structures. For instance, teachers can present a picture or a brief video clip that demonstrates a word in context rather than just teaching its meaning. Because the term is connected to an image or an action, it becomes simpler to remember.

Thirdly, it offers chances for real language use. These days, a variety of digital tools and channels, including social media, online films, and podcasts, are used by people to interact effectively. Teachers can help students develop the abilities necessary to communicate effectively in the twenty-first century by introducing them to real-world language through the use of these digital technologies in the modern classroom [4].

Multimodality offers resources and opportunities that challenge conventional modes of communication and learning through the interaction of many technologies. Teaching with a reliance on multimodal content - illustrated magazine and newspaper materials, advertising texts, works of art (musical compositions, theatrical productions, etc.), video materials, computer programs and games, various websites, etc. is a new - tool for foreign language teachers in the contemporary multimedia environment. Learners integrate multimodality with multimedia while analyzing a wide range of symbolic resources, including texts, languages, sounds, and colors. It is possible to describe multimodal foreign language teaching in a new media setting as an organic integration of multimodality theory with contemporary technology [1].

Conclusion. Multimodal material is highlighted as an efficient way to teach foreign languages. Working with multimodal texts benefits future specialists' professional training by helping them develop their ability to organize and interpret information, evaluate the semantic load of both verbal and nonverbal components, update their prior knowledge, create interdisciplinary connections, and form sociocultural stereotypes in the construction of various discourses.

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