

MULTIMODAL APPROACH AS AN EFFECTIVE SOLUTION FOR DEVELOPING PROFESSIONAL COMPETENCE OF FUTURE ENGLISH TEACHERS

Alimova Dildora Komiljon qizi

Teacher of the third English facility
The Department of English theoretical aspects - 3,
Uzbekistan State World Language University
alimova.d@uzswlu.uz
ORCID: 0009-0003-6289-5946

Abstract. The rapid development of digital technologies and the transformation of educational systems require innovative pedagogical approaches in teacher education. One of the most promising approaches is the multimodal approach, which integrates different modes of communication in the learning process. This article examines the role of multimodal learning in developing the professional competence of future English language teachers. The study is based on the analysis of modern pedagogical literature and international educational practices. The findings indicate that the multimodal approach significantly enhances communicative, methodological, and digital competencies of pre-service teachers. The study concludes that multimodal teaching strategies contribute to more effective teacher training in modern educational contexts.

Keywords: multimodal approach, professional competence, pre-service teachers, teacher education, innovative pedagogy.

Introduction. In the modern educational environment, the preparation of competent teachers is considered one of the most important priorities of higher education institutions. Future English language teachers are expected to possess not only linguistic knowledge but also methodological, communicative, and digital competencies. According to Gunther Kress, multimodality refers to the use of different modes such as language, image, sound, and gesture in the process of meaning-making. He states that “communication and representation in contemporary society increasingly rely on multiple modes rather than language alone” [3]. Similarly, Carey Jewitt emphasizes that multimodal learning environments allow learners to interact with information through various channels, which enhances understanding and engagement. As Jewitt notes, “multimodality provides a framework for analyzing communication that goes beyond spoken or written language” [2]. These perspectives highlight the importance of integrating multimodal strategies into teacher education programs. This research is based on the analysis of scientific literature related to multimodal pedagogy and professional competence in teacher education. The study also examines the use of modern educational technologies and multimodal teaching resources. According to Richard Mayer, multimedia learning significantly improves students’ comprehension and retention of information. Mayer argues that “people learn more deeply from words and pictures than from words alone” [4]. In the context of language teaching, multimodal resources such as videos, interactive platforms, digital presentations, and authentic materials create opportunities for future teachers to develop practical teaching skills. The analysis of pedagogical studies shows that the multimodal approach plays a significant role in the development of professional competence among future English teachers. Research by New London Group suggests that multimodal literacy is essential for education in the digital age. The authors emphasize that modern education should

incorporate multiple forms of representation and communication (New London Group, 1996). Furthermore, Cope and Kalantzis argue that multimodal pedagogy supports active learning and encourages students to participate in collaborative knowledge construction. [1] These findings indicate that the integration of multimodal strategies enhances students' engagement, improves critical thinking skills, and prepares future teachers for diverse teaching environments.

Conclusion. The results of the study demonstrate that the multimodal approach is an effective solution for developing the professional competence of future English language teachers. The integration of visual, auditory, textual, and digital resources in teacher education helps future teachers acquire essential pedagogical and technological skills. Therefore, higher education institutions should actively implement multimodal teaching strategies to improve the quality of teacher training and prepare future educators for the demands of modern educational environments.

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