

dominated by these countries. There is no hesitation to say that English has been used as the de facto language in the field of science and technology. Even most of the Hollywood movies and TV programs are made in English and the majority of newspapers in the world is published in English. It is also the language of scientific research and the common language used in the tourism department.

It is also the language used not only by the diplomats but also by some world organizations such as UNO, WHO, UNESCO, UNICEF, OPEC, EFTA, ASEAN, UNHRC, WTO, ILO, BRICS, INTERPOL and so on. One third of these international organizations use English only but 90 % of English is also used among the Asian international organizations.

Conclusion. Learning English is important. And at the same time, it is important to learn this language in terms of the representation of our country in the international system, expressing opinions on issues such as politics, history, religion and language, and having the right to speak in the world. For this reason, more importance should be given to the teaching of English in secondary schools, different ways and methods should be used, and international practice methods should be kept in mind.

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ROLE OF MULTIMODALITY IN TEACHING A FOREIGN LANGUAGE

Introduction. Nowadays multimodal types of material presentation are becoming increasingly common. The application of communication and information technologies and the active introduction of digital educational resources have led to changing the presentation of educational materials.

Main part. The teaching and learning of any foreign language is based on a multiplicity of multimodal resources. These can be digitally mediated texts, such as apps, or part of new text-making practices, such as blogging, coding, and gaming. Multimodal texts that we use, are often linked to popular culture and entertainment domains, such as computer games, films, comic books, TV shows, instructional videos, digital story books, digital museum resources, and social media communication.

The view of learning has changed a lot. A wider understanding of texts as multimodal texts and visual representations has been established by Kress and van Leeuwen [1, p. 26]. Some texts can be interactive in such a way that the reader also becomes a user and actor, and that the text itself can adapt to different levels in relation to the user's choices and actions. In this case, it means that to understand a text it is necessary to act in an accurate way in relation to a presented problem, as in simulation programs and games. Today's learning may be an integrated part of collaborative learning environments.

Teaching and learning through a multimodal approach enables to deepen and widen our understanding of learning and teaching in all areas. The interaction with multimodal texts produced by teachers and learners within a diversity of multimodal learning spaces go beyond the classroom.

Textual information is combined with audio or video in modern digital communication methods, which show the convergence of signals from disparate coding systems. 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.

Today's text world is multimodal, and the texts students meet in and outside university are multimodal, consisting of language and other meaning making resources such as images, colours, sound, music, numbers, graphs, etc.

Traditionally, literacy has been understood as learning to read and write. In the English language classroom, speaking English is equally relevant. Today, literacy not only means to learn to read, write, and speak English, but also to read and produce multimodal texts. The ability to use language in ways that are appropriate to context' stating that all texts are multimodal and cannot be adequately produced or analysed, unless this is taken into account. The multimodal approach has not always been reflected in language learning. The language-based disciplines have concentrated on verbal language learning and neglected, for example the visual. The text focus made us aware of the fact that texts consist of much more than words and sentences. Technological developments have made visual meaning making more prominent, and printed textbooks are much more multimodal than earlier, using images, many

kinds of illustrations, colours, and design to make meaning. In addition, multimodal literacy brings our attention to issues of power and ideology that shape all modes of communication. Students need to understand that texts construe different representations of the world [2, p. 180].

When we make meaning, we make choices in the semiotic resources that we use. None of these choices are neutral; all are motivated by interest as people and groups define the world in ways that can benefit them. Literacy has therefore an ideological aspect. On the Internet, everybody can publish texts. It is not always clear, however, who the responsible author is. The background, competence, and intentions of the person, institution or corporate body behind the text may likewise be unknown. When students meet multimodal texts with a critical approach, they are able to read them with resistance. This is especially important and more challenging when the texts are in a language that is not one's first language and coming from cultural contexts that may be unfamiliar. The critical perspective is also crucial when students produce texts themselves both in print and digitally. YouTube and TikTok have become popular platforms for many creative young text producers, making it possible to reach a large audience from one's own home. Once a video is posted on the Internet, it lives its own life in the digital community and can be shared and used in new and perhaps inappropriate ways. Having a critical approach to the publishing of videos, images, and any kind of text, is also a part of literacy.

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 people. While some students acquire information visually, others prefer learning audibly or kinesthetically. Teachers may engage all sorts of learners and improve the learning process by combining visuals, audio [3].

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, p. 270].

Any human communication is characterized by multimodality. Language and other semiotic resources are powerful ways of meaning-making, and therefore also of learning. Through classroom activities learners gain insight into the potential of meaning-making systems and the power of choice. When we recognise that people make meaning through more than language, multimodal meaning-making plays an important part in learning process. This awareness opens insight into the meaning-making potential of voice quality, intonation, gestures, and facial expressions in the use of oral language, and in all the meaning-making resources available in printed and digital texts [5].

Conclusion. Multimodality provides great opportunities and resources that give conventional ways of communication and learning through the interaction of many technologies. Learners integrate multimodality with multimedia when they analyze a wide range of symbolic resources, such as languages, texts, sounds, and colors. We can describe multimodal foreign language teaching in a new media setting as an organic integration of multimodality theory with contemporary technology.

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