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SOME ASPECTS OF MULTIMODAL APPROACH IN SECOND FOREIGN LANGUAGE TEACHING

*Ramazanova M.A.¹, Kulakhmetova M.S.², Tusselbayeva Zh.A.³

*^{1,2}PPU after A.Margulan, Pavlodar, Kazakhstan

³Astana IT University, Astana, Kazakhstan

Abstract. Effective formation of prospective foreign language teachers' competencies hinges on improved teaching methods and the integration of new technologies. So, this article focuses on enhancing the second foreign language (SFL) pedagogy within the "Foreign Language: Two Foreign Languages" educational program (hereinafter "EP"). The role of the second foreign language (hereinafter "SFL") as a key element of the EP is pointed and its relevance to the strategy of multispecialty training of future teachers is identified. The main aim of the study is to justify the prospects and integration of multimodal approach in SFL teaching in higher education. The article also proposes and evaluates some aspects of a multimodal approach to second foreign language instruction within the university's "Foreign Language: Two Foreign Languages" program specifically for students with the native language of instruction studying German as an SFL. The analysis of the foreign and home scientific literature on the multimodal theory was conducted in accordance with the purpose of the study. Building on existing research in multimodality, the research uses a mixed-methods design, incorporating observational data and online surveys of second- and third-year bachelor's students to evaluate the effectiveness of the proposed model. Analysis, employing Likert scaling, confirms the mostly positive impact of the multimodal techniques in SFL teaching. The findings demonstrate the positive impact of the proposed multimodal methods which were designed to engage multiple perceptual channels. The study concludes by presenting the model and its constituent methods, highlighting the crucial role of careful method and task selection.

Key words: multimodality, second foreign language, learning styles, types of perception, multimodal techniques, intercultural competence, differentiation, soft skills

Introduction

The relevance of the research is due to the uniqueness of the Foreign Language: Two Foreign Languages educational program at pedagogical universities which train multidisciplinary specialists with knowledge of several languages. As schools are introducing the study of a second foreign language (SFL) as an elective course, there is a demand for specialists with knowledge of two foreign languages. However, insufficient attention is paid to the methodology of teaching SFL in local foreign language education, as evidenced by the

dominant studies of teaching English and the small number of studies in the field of teaching SFL, although SFL should have the same positions as the English language according to the specialty. A significantly smaller number of hours are devoted to teaching SFL, which affects the quality of teaching and learning outcomes.

One of the second spread foreign languages is the German language, the demand for which is explained by a number of reasons: close economic and cultural ties between Kazakhstan and Germany, the possibility of free education in German universities, the internationalization of education, as well as the social demand in multilingual Kazakhstan for specialists with knowledge of several foreign languages, whose professional activities will stimulate and develop the education of the personality of students.

The research sets the following objectives:

- based on the existing theories of multimodality to propose a model of the multimodal approach in learning German as a second foreign language;
- to conduct an online survey among 2nd and 3rd year students with the native language of instruction of the educational program *Foreign Language: Two Foreign Languages* in order to identify the importance of studying SFL for their future career, the resources they use to study SFL;
- to select and develop methods for the practical application of aspects of multimodal approach on the basis of the data obtained;
- to integrate the multimodal approach model into practice of German language classes;
- to substantiate the need for integration of the multimodal methodology on the basis of quantitative and qualitative analysis of the results obtained.

The research algorithm is demonstrated by the following scheme:

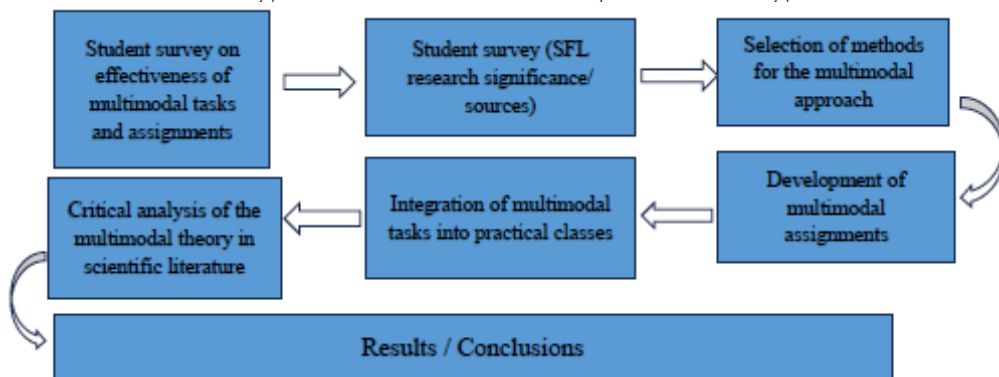


Figure 1 - Research Algorithm

The research aims at studying the prospects for the integration of multimodal approach into the teaching German as a second foreign language. To adapt the multimodal approach to already employed approaches in higher professional and pedagogical education a number of foreign authors' works (the founders of the theory of multimodality) and some practical experience in applying this approach both abroad and in Kazakhstan were analyzed.

Compared to the well-known approaches used in teaching foreign languages: the cognitive approach based on the socio-cultural theory of L. Vygotsky, the communicative approach of E. Passov, the competence approach of N. Chomsky and B. Bloom, the concept of multimodality is new and has been used in linguistics since the early 2000s. M. Halliday, C. Jewitt, G. Kress, van Leeuwen consider multimodality as a combination of aspects containing verbal and non-verbal elements [1, 2, 3, 4]. The subject of multimodality research is the interaction between the means of communication and the available resources for creating social contexts. G. Kress, van Leeuwen, C. Jewitt consider any communication to be multimodal or meaning-making, and from this point of view, it is inappropriate to single out and prefer one of the modes – components of communication (speech, writing, gestures, facial expressions, prosodic means) [2, 3]. “When several modes are involved in a communicative event (e.g. a text, a website, a spoken interchange) all of the modes combine to represent a message’s meaning” [3, p. 255]. Multimodality provides for the use and interaction of several modes, since communication is an integral process that is impossible without physical states such as look, gesture, facial expressions, body movement, prosodic means [2, 3]. The role of position, posture, gesture and gaze play an important role in teaching English in school and affect the interaction between teacher and student with the modal resources available through technology. G. Kress emphasizes that “Image and writing offer different lenses, provide different points of view. But an image can be thought-provoking no less than, say, a poem. Even if it happens (epistemologically and stylistically) in completely different ways and with the use of completely different resources” [2, p.90].

In the dictionary of methodological concepts and terms, “modality” (from the Latin *modus* – method, mood) is interpreted as a linguistic category that expresses “various types of relation of the utterance to reality, as well as the speaker’s attitude to the message” [5, p.145]. The Oxford English Dictionary gives the following explanation of this term – “a faculty or sense, such as sight, hearing, etc., a category of sensory perception”, i.e. sensory-perceptual systems: visual, auditory, kinesthetic, vestibulatory [6]. M. Halliday evaluated “modality” as the speaker’s point of view – intention [1].

The author of the term, G. Kress, explains that “The multi- in the word multimodality presupposes that there is a number of modes that are generally available for reproduction by all members of the community. Many (though not all) modes are found in a wide range of communities: such as, for example, writing, gestures, images” [2, p. 84]. G. Kress emphasizes that in the use of this term it is necessary to avoid ambiguity in what capacity it is meant that “the name of the phenomenon itself in the “external” socio-semiotic world or the name of the “approach” – theories about research and practices around this phenomenon” [2, p. 82]. In our study of multimodal approach modeling in teaching German, we agree with the founder of the term that “from a multimodal perspective it is inappropriate to give preference to one or another type of mode” and integrated tasks taking into account all modes, since each of the modes allows achieving different learning goals [2, p. 82].

C. Jewitt argues that multimodality is an interdisciplinary approach that considers communication and representation not only as a language, but as a social interpretation of the formation of meaning through visual, auditory, embodied, and spatial aspects [3].

Speaking of research on multimodality, it is impossible not to mention the VARK-model (Visual, Auditory, Reading/Writing, Kinesthetic) by N. Flemming, which determines learning styles for students based on their “modal preferences”. According to N. Flemming, the introduction of modalities in education takes into account the different preferences of students, which contributes to inclusive and effective education [7].

Here are examples of some of the research of multimodal approach in teaching foreign languages. H. Pan applied a multimodal approach to the development of reading skills and confirms that multimodal reading motivates students to improve their reading skills and their positive attitude towards the multimodal approach [8]. In the light of our study, the experience of using multimodal methods in teaching SFL is valuable. In his study, A. Pellicer-Sánchez presents “multimodal reading”, how the semantic relationship between text and image illustrates the content of the text or expands information [9]. L. Eugenijus managed to create a dynamic and motivating classroom environment through the multisensory nature of the multimodal tasks he developed, which contributed to a more conscious study of Spanish culture and the peculiarities of the Spanish language [10].

Kazakh researchers are also engaged in multimodality issues. A.K. Meirbekov draws attention to the method of differentiation in conditions of limited lesson time. According to the experimental data obtained, when creating an adaptive environment in the classroom, teachers need to take into account the multimodal preferences of students. The authors confirm the effectiveness of multimodal approach using the audiovisual method, since this method satisfies different learning styles in a short time [11].

A.K. Abzharova considers multimodal learning to be inseparable from multimedia and offers a model of multimodal learning that goes beyond classroom learning with the prospect of autonomous learning of students [12]. We share the researcher’s point of view that digital resources are an important component of multimodal learning and, in this regard, provide students with resources to stimulate multiple channels of perception.

Having considered various points of view on multimodality and its application in teaching, we come to the idea of an inextricable link between the concept of multimodality and effective communication due to the inclusion of different modes in combination with information technology. As there are countless authentic audiovisual resources freely available, a methodologically sound selection of materials according to the content and objectives of the curriculum is necessary. In defining the multimodality, we must ask ourselves the questions: “What are the goals of each mode? What can one of the modes do that the others cannot?” [2, p. 87].

Summarizing the above, we can define multimodal approach as follows: multimodal approach is a combined approach that allows to use a variety of methods and resources in teaching that activates different modes: visual, auditory, motor, gestures and facial expressions - all means that contribute to successful communication, which is the goal of foreign language learning and contributes to the comprehensive development of skills.

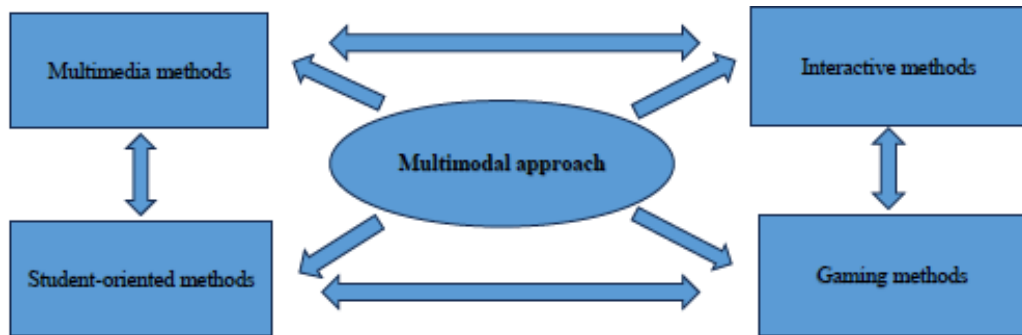


Figure 2 – Aspects of the Multimodal Approach

The multimodal approach we propose takes into account the principles of multimodality, various sensory channels, and is also designed to develop students' ability to successfully interact in German, taking into account their individual qualities and the use of digital resources.

Materials and Methods

The material of the study is the data of observation and online survey among undergraduate the 2nd and 3rd year students with the native language of instruction and whose educational program is Foreign Language: Two Foreign Languages at the Pavlodar Pedagogical University named after A. Margulan. 60 students studying Chinese and German as a second foreign language participated in the survey. According to the algorithm of our study, by combining cognitive and behavioral parameters in the survey, an attempt was made to find out the degree of importance of studying SFL for future careers and students' preferences in choosing resources that facilitate the study and mastery of SFL for the integration of suitable multimodal methods. Using the Likert scaling method, data were obtained confirming the satisfaction and effectiveness of the use of multimodal techniques in teaching SFL on the basis of repeated questioning. For the purpose of accuracy, the survey data were processed using qualitative and quantitative methods, on the basis of which general and specific conclusions were formulated by the method of generalization.

To achieve the goals and objectives of the study, theoretical research methods were used in order to identify the degree of study of multimodal approach in foreign and domestic methods of teaching foreign languages and the need to integrate this approach into the teaching of SFL: comparative method, categorization method, analytical systematization. Along with theoretical

methods, practical qualitative and quantitative methods were used: observation, Likert scale survey method to determine the relevance of SFL in the context of educational program and the effectiveness of the methods used.

Attempts were made to structure the multimodal approach according to certain characteristics and categories and adaptation to studying at a pedagogical university on the example of the SFL. The analysis of the literature has shown that multimodal approach is actively studied and used in foreign practice and less frequent in the local practice of foreign language education. In the study of materials and resources, multimodal approach can become an integral component to competency-based training successfully implemented in Kazakhstan using digital resources.

Results

The practical part of the study was carried out among 2nd and 3rd year students with the native language of instruction and whose educational program is Foreign Language: Two Foreign Languages at the Pavlodar Pedagogical University named after A. Margulan. At the previous stage of the study, a survey of 60 students of the 2nd and 3rd year was conducted to identify the attitude of students to the “Second Foreign Language” course. In the educational program, students can choose one of the two languages to study as SFL. The chart below shows the ratio of languages in students’ choices.

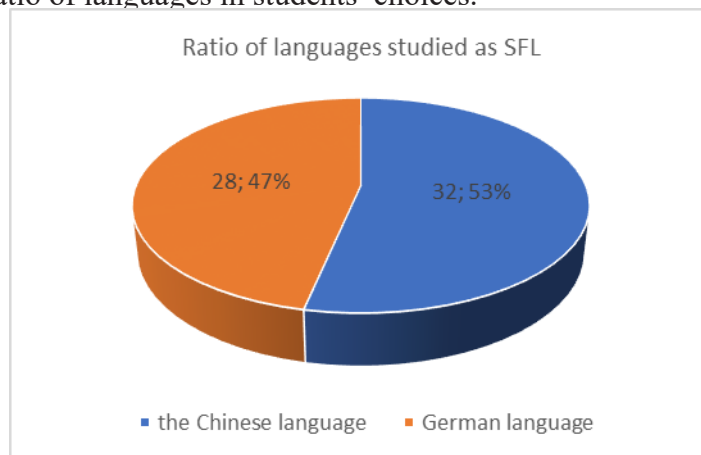


Figure 3 - Ratio of languages studied as SFL

The diagram shows that Chinese and German are almost equally popular when choosing a language to learn as a second foreign language.

In order to integrate multimodal approach into the training of the SFL, it is necessary to identify the attitude of students to the knowledge and mastery of the SFL, its importance for their future career. To obtain more accurate data without neutral answers, a forced-choice scale was used.

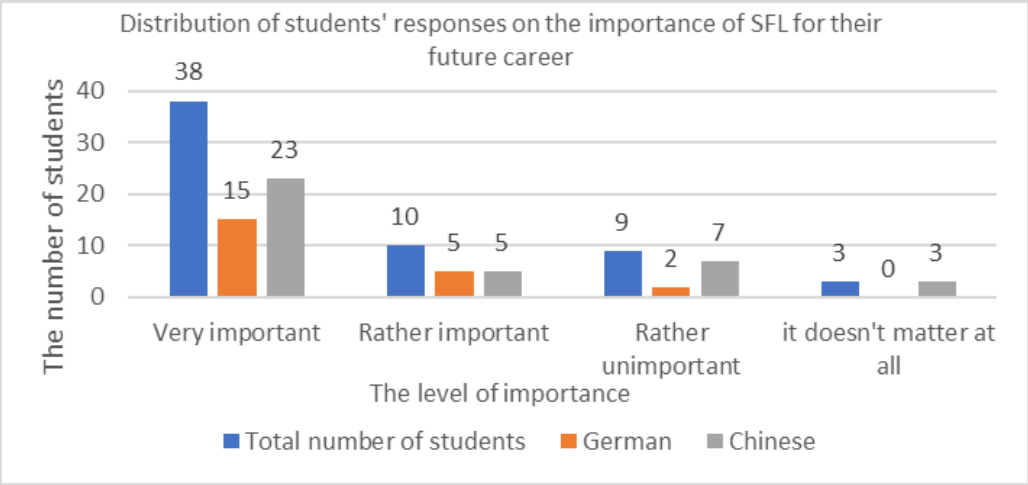


Figure 4 - The Importance of SFL for a Future Career

Using data coding, we assigned numerical values, conducted a frequency analysis, and calculated the average value of the importance of studying SFL for students:

- “very important” (4): $38 \times 4 = 152$
- “Rather important” (3): $10 \times 3 = 30$
- “rather unimportant” (2): $9 \times 2 = 18$
- “it doesn’t matter at all” (1) $3 \times 1 = 3$,

$$\text{Mean}_{\text{all students}} = (152 + 30 + 18 + 3) \div 60 = 3.38$$

The high mean of 3.38 among all students indicates the importance of studying SFL for their future careers. We were also interested to find out the assessment of the importance of the SFL by languages, as a result of mathematical calculation, the following data were obtained:

$$\text{Mean}_{\text{German}} = 3.59$$

$$\text{Mean}_{\text{Chinese}} = 3.26.$$

The data suggest that the study of the SFL is an important aspect of foreign language education, the methodology of which should also be given due attention. Thus, the findings confirm that it is necessary to study two languages within one educational program.

For the successful integration of multimodal methods, it was necessary to establish the preferences of students in the choice of training resources that would facilitate their mastery of the SFL.

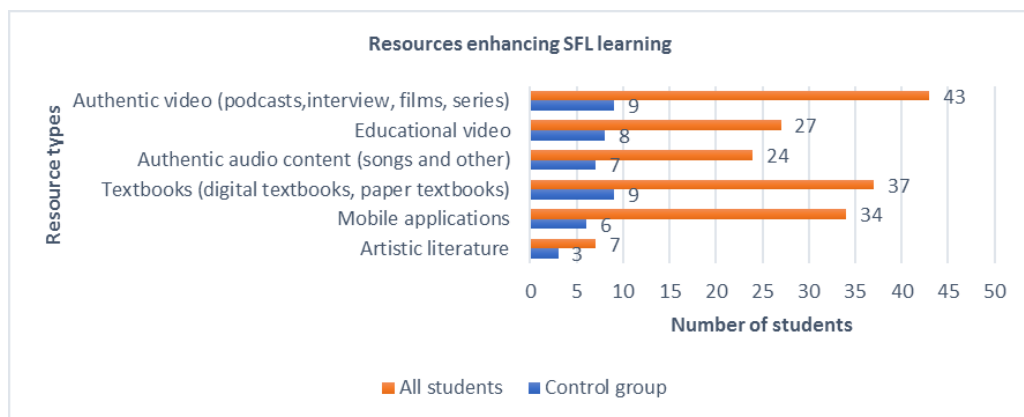


Figure 5 - Resources that Enhance SFL Learning

As the results of the survey show, the majority of students are facilitated by digital resources (audiovisual resources), however, for more than half of students, the main educational resource – the textbook – is also important, which indicates the need to combine traditional teaching methods with new ones. When choosing the methods of multimodal approach, it was advisable to establish which skill of speech activity to place more emphasis on, which was suggested by the data of the student survey.

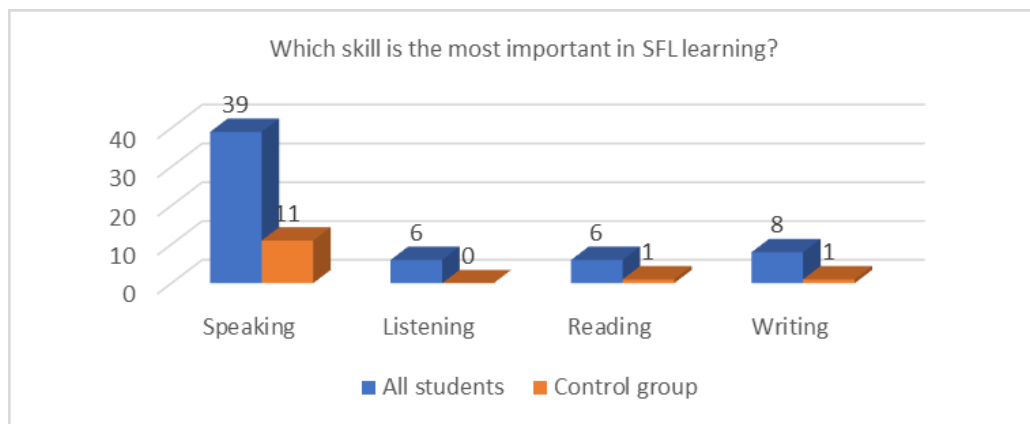


Figure 6 - The Most Important Skill in Learning the SFL

As can be seen from the diagram, students chose that speaking is the main one in the implementation of communicative influence. So, having received the necessary data, at the next stage of the research the methods of multimodal approach was employed for more effective control in one group of 13 third year students studying German as SFL. The importance of studying SFL confirmed by the online survey and the language level they have already achieved also explain our sample. The conditions of a small sample, in our opinion, guarantee more accurate and controllable results.

Discussion

The selection of methods and techniques was carried out in accordance with the principles of multimodal learning, including audiovisual, interactive, individual as well as physical elements for systematic and engaging language learning and suitable for the German language curriculum. An overview, description and justification of the methods used in the research are presented in the following table.

Table 1 - Justification of the methods used

Methods	Description	Justification
Visual	Authentic video „Auf dem Flohmarkt“, educational video „Adjektivdeklination“	Linguistic and cultural knowledge about Germany, visual confirmation and expansion of lexical units, whether this phenomenon exists in Kazakhstan, broadening horizons, consolidating grammatical structures
Audial + writing	Authentic audiotexts from the textbook „Wofür geben die Personen ihr Geld am meisten aus?“, „Schauen wir mal...“, Internet resources: the poem by B.Brecht „Vergnügungen“	Integration of authentic materials to improve general listening skills, differentiation of phonetic phenomena (longitude, brevity, diphthongs), acquaintance with German classical literature, writing your own poem
Differentiation + gaming	Groupwork, plenary work, individual work (games „Stummer Dialog“, visual pronouns, pantomimes for practicing the present and past tenses, passive structure)	Change of social form of work (partnerwork, individual, plenary work, small groups), change of activity, creation of a free atmosphere in the classroom
Interactive + reading	Dialogues „Was schenken wir zum Geburtstag?“, discussion „Online Einkaufen: Pro- und Contra“ as post reading task	Formation and development of soft skills
Student centered methods	Multimedia presentation „Mein Lieblingskleidungsstil“, „Meine Lieblingssachen“ a task about photos, self-Videocasts „Mein Wochenende“,	Develops linguistic, communicative, intercultural and linguistic and cultural competencies

The integration stage of each method took place step by step in accordance with the goals and objectives of the training and was implemented during the study of one module of the curriculum within the framework of the topic „Kleider machen Leute? Einkaufen“. Some of the tasks were the main components of the practical tasks and were regular: audio texts from the textbook „Schritte international neu“, dialogues, discussions, interactive exercises in pairs.

Due to the limited time of on-campus classes, we used visual tasks as additional material for prelesson as homework and further work in class, for clarifying and consolidating lexical units, discussion. For example, when watching a video of a country studies nature, the students had some problems with understanding authentic speech, which differs from the usual pace of speech

of the teacher. In order to develop communication skills, the method of a role-playing game was used during the lesson, where students sold their own things, trying to bargain, initiating a “flea market”. Educational videos are only auxiliary material for consolidating grammatical topics, especially such a complex topic as the declension of adjectives in the German language. In this direction, it is impossible not to note the problem of the lack of educational videos in the native Kazakh language, so the teacher recommends or students find educational videos in Russian or English on their own.

Visual representation of prepositions native language prepositions along with movements helped them to memorize prepositions faster than pure memorization. Changing activities through interactive tasks has a very positive effect on the atmosphere of the lesson and the concentration of students’ attention, and mobility contributes to relaxation and the absence of fear of the teacher. Role-playing games (buyer – seller, student – student, etc.), language games with movement (pantomimes, “snowball”), silent dialogues (exchange of information with gestures, facial expressions) allow students to interact, embody and strengthen linguistic phenomena in “live” communication.

The use of tasks of a student-oriented nature allowed students to independently choose ways to solve problems, show creativity, and demonstrate their individuality. Students rated the following statements on the Likert scale:

1. Audio materials “*Wofür geben die Deutschen ihr Geld aus?*”, pronunciation exercises helped to improve pronunciation, distinguish some sounds in live speech, consolidate grammatical structures, increase vocabulary, and introduced German classical literature.

2. Video materials (*Flohmarkt, Einkaufen im Supermarkt*) helped to understand cultural features, expand linguistic and cultural knowledge, and replenish vocabulary: *flea market, weekend shops in Germany are closed, illustrative examples of how shopping is done in Germany*.

3. Individual teaching techniques: multimedia presentation, videos of my own production improved my linguistic, communicative, intercultural and linguistic and cultural competencies, increased my self-confidence, allowed me to choose materials, the form of presentation, and emphasize my individuality.

4. Interactive techniques developed my “soft skills”: maintaining relationships in a group, listening carefully and working in a team, respecting the opinions of others.

5. Game techniques: games (moving, language), silent dialogue, snowball, pantomime help to change the environment, contribute to a free atmosphere in the lesson, help to improve language skills in the form of a game.

For mathematical calculation of the effectiveness of practical techniques, the answers were coded (see Table 2). It is noteworthy that none of the 13 students chose the answers “disagree” and “strongly disagree”, which confirms the success of the methods used.

Table 2 - Results of assessing the effectiveness of multimodal techniques

Scale	Activities and tasks				
	Video material	Audio material	Individual tasks	Interactive task	Games
“strongly agree” – “5”	$3 \times 5 = 15$ (N ₁)	$4 \times 5 = 20$ (N ₁)	$6 \times 5 = 30$ (N ₁)	$9 \times 5 = 45$ (N ₁)	$7 \times 5 = 35$ (N ₁)
“agree”- “4”	$7 \times 4 = 28$ (N ₂)	$8 \times 4 = 32$ (N ₂)	$5 \times 4 = 20$ (N ₂)	$4 \times 4 = 16$ (N ₂)	$4 \times 4 = 16$ (N ₂)
“cannot answer” – “3”	$3 \times 3 = 9$ (N ₃)	$1 \times 3 = 3$ (N ₃)	$2 \times 3 = 6$ (N ₃)	-	$2 \times 3 = 6$ (N ₃)
“disagree”- “2”	-	-	-	-	-
“strongly disagree” – “1”	-	-	-	-	-
Mean = (N ₁ + N ₂ + N ₃) ÷ total number of students	$(15+28+9) \div$ $13 = 4$	$(20+32+3) \div$ $13 \approx 4,2$	$(30+20+6) \div$ $13 \approx 4,3$	$(45+16) \div$ $13 \approx 4,6$	$(35+16+6) \div$ $13 \approx 4,4$

Thus, the practical methods of the multimodal approach showed a positive trend in the students’ second foreign language learning, namely:

- consolidation of such grammatical structures as declension of adjectives, passive voice, prepositions of dual control – *Wechselpräpositionen*;
- improvement of pronunciation (German diphthongs, markers of longitude, brevity, phonemes with umlaut);
- broadened horizons through linguistic and cultural knowledge through realities (introduction to German classical literature, purchases at the “flea market”, comparison with the realities in Kazakhstan);
- enriching the vocabulary through new lexical units (clothes, body parts, lexical units of the communicative situation of “shopping”);
- improved “soft skills” (flexibility, ability to work in a team, tolerance), autonomous learning skills.

The techniques and methods used had an obvious practical significance for SFL learning, contributed to the development of future professional competencies: linguistic, socio-cultural, communicative competencies, and also increased their involvement in the learning process, interest in the German language.

Conclusion

The practical significance of the article lies in the substantiation of the need to improve the methods of teaching SFL on the basis of the analysis of the empirical data obtained based on the results of the survey among students with the native language of instruction and whose educational program is Foreign Language: Two Foreign Languages at the Pavlodar Pedagogical University named after A. Margulan and the analysis of foreign practices in the use of multimodal approach in foreign language education and the reasons for the transformation of the monomodal methodology into a multimodal one.

Multimodal learning, taking into account individual educational strategies in teaching students, allows to make the educational process more effective and attractive by attracting modern relevant teaching tools and materials focused on

the development of competencies necessary for successful communication.

The integration of various multimodal methods contributes to the assimilation of lexical units, linguistic phenomena, linguistic and cultural realities, the creation of an inclusive language learning environment that creates the same conditions for students with different perceptions, the active participation of each student through interactive ways of working in the lesson.

The pilot model of multimodal approach and the results obtained reflect its advantages in enhancing the German language learning. The use of multimodal techniques has increased students' interest and satisfaction with SFL learning. Multimodal approach meets modern requirements and theories of training future teachers, meets the individual needs of students with a variety of available resources. German as a second foreign language in the specialty "Foreign Language: Two Foreign Languages" can also have a positive effect on the English language learning, being an intermediary language, since the use of multimodal approach in the future leads to the development of intercultural competence among students at SFL classes.

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ЕКІНШІ ШЕТЕЛ ТІЛІН ОҚЫТУДАҒЫ МУЛЬТМОДАЛДЫҚ ТӘСІЛДІҢ КЕЙБІР АСПЕКТІЛЕРІ

*Рамазанова М.А.¹, Кулахметова М.С.², Тусельбаева Ж.А.³

*^{1,2}Ә. Марғұлан атындағы Павлодар педагогикалық университеті,
Павлодар, Қазақстан

³IT University, Астана, Қазақстан

Аңдатпа. Шет тілдерінен сабақ беретін болашақ мұғалімнің құзыреттілігін нәтижелі қалыптастырудың кепілі – оқыту әдістемесін жетілдіру және оған жаңа технологияларды енгізу. Мақалада «Шет тілі: екі шет тілі» білім беру бағдарламасы (бұдан әрі - ББ) контекстінде екінші шет тілін оқыту әдістемесін жетілдірудің маңыздылығын қарастырылады. ББ-ның негізгі бөлігі ретінде екінші шет тілі (бұдан әрі - ЕШТ) көпсалалы мамандарды дайындау стратегиясына сәйкес келетіндігі атап өтіледі. Зерттеудің мақсаты – жоғары оқу орындарында ЕШТ оқытуға мультимодальды тәсілді енгізу мен оның болашағын негіздеу. Зерттеуде студенттердің ЕШТ-ны меңгеруіне ықпал ететін мультимодальды тәсілдің әдістері ұсынылады. Мемлекеттік оқыту тілінде білім алатын және неміс тілін ЕШТ ретінде оқитын студенттер үшін мультимодальды тәсілдің

аспектілерін әзірлеу бойынша зерттеу жүргізілді. Қойылған міндеттерді шешу үшін мультимодальдық теориясы бойынша шетелдік және отандық ғылыми әдебиеттерге талдау жасалды. Аралас әдіс, бақылау сандық және сапалық деректерге бақылау жүргізу, сондай-ақ «Шет тілі: екі шет тілі» ББ-ның 2 және 3-ші курс студенттері арасында онлайн-сауалнама жүргізу арқылы ЕШТ оқытудың маңыздылық деңгейі мен оның шет тілінде білім беруде алатын онын анықтауға мүмкіндік берілді. Сонымен қатар, ЕШТ оқыту әдістемесін жетілдіру қажеттілігі негізделіп, практикалық тапсырмаларды қабылдаудың әртүрлі арналары ескерілген мультимодальды тәсілдерді енгізу ұсынылып, Лайкерт шкаласын қолдану арқылы олардың тиімділігі дәлелденді. Зерттеу мультимодальды тәсіл моделін және оның құрамдас әдістерін ұсынады. Сандық және сапалық мәліметтер қолданылған әдістердің тиімділігін көрсетті. Апробациядан өткен әдістер ЕШТ оқытудың өнімді әдістемесі ретінде сипатталады. Жұмыста әртүрлі арналармен ескерілген әдістер мен тапсырмаларды мұқият іріктеудің маңыздылығын көрсетеді.

Тірек сөздер: мультимодальдылық, екінші шет тілі, оқыту стильдері, қабылдау түрлері, мультимодальды тәсілдер, мәдениетаралық құзыреттілік, дифференциация, «soft skills»

НЕКОТОРЫЕ АСПЕКТЫ МУЛЬТИМОДАЛЬНОГО ПОДХОДА В ОБУЧЕНИИ ВТОРОМУ ИНОСТРАННОМУ ЯЗЫКУ

*Рамазанова М.А.¹, Кулахметова М.С.², Тусельбаева Ж.А.³

*^{1,2} ППУ им. Ә. Марғұлан, Павлодар, Казахстан

³IT University, Астана, Казахстан

Аннотация. Залогом результативного формирования компетентности будущего учителя иностранного языка является совершенствование методики преподавания и интеграция в нее новых технологий. В статье рассматривается значение совершенствования методики преподавания второго иностранного языка в контексте образовательной программы (далее ОП) «Иностранный язык: два иностранных языка». Подчеркивается роль второго иностранного языка (далее ВТИЯ), как ключевой составляющей ОП, соответствующей стратегии подготовки многопрофильных специалистов. Основной целью исследования является обоснование перспективности и интеграции мультимодального подхода в преподавании ВТИЯ в вузах, предлагаются методы мультимодального подхода, способствующие эффективному обучению ВТИЯ студентов. В статье предлагаются и оцениваются некоторые аспекты мультимодального подхода для студентов с государственным языком обучения, изучающих немецкий язык как ВТИЯ. Для решения поставленных задач был проведен анализ зарубежной и отечественной научной литературы по теории мультимодальности. Смешанный метод, качественный и количественный анализ данных наблюдения, онлайн-опроса среди студентов 2, 3 курса ОП «Иностранный язык: два иностранных языка» позволили определить степень важности

изучения ВТИЯ и его место в иноязычном образовании, обосновать необходимость совершенствования методики преподавания ВТИЯ, интегрировать мультимодальные приемы с учетом различных каналов восприятия на практических заданиях. Их эффективность в обучении ВТИЯ была подтверждена методом шкалирования Лайкерта. Количественные и качественные данные показали эффективность примененных методов. Апробированные методы характеризуются как средства продуктивной методики обучения ВТИЯ. Работа подчеркивает немаловажность продуманного отбора методов и заданий с учетом различных каналов восприятия.

Ключевые слова: мультимодальность, второй иностранный язык, стили обучения, типы восприятия, мультимодальные приемы, межкультурная компетенция, дифференциация, «soft skills»

Information about authors:

Ramazanov M.A. - Doctoral student, Lecturer, PPU after A.Margulan, Pavlodar, Kazakhstan, e-mail: soehne@mail.ru

Kulakhmetova M.S. - Candidate of philological sciences, Professor, PPU after A.Margulan, Pavlodar, Kazakhstan, e-mail: mergulkulahmetova@gmail.com

Tusselbayeva Zh.A. - Candidate of pedagogical sciences., Associate professor, Astana IT University, Astana, Kazakhstan, e-mail: Zhanar.Tusselbayeva@astanait.edu.kz

Авторлар туралы мәлімет:

Рамазанов М.А. – докторант, оқытушы, А.Марғұлан атындағы Павлодар педагогикалық университеті, Павлодар, Қазақстан, e-mail: soehne@mail.ru

Құлахметова М.С. – филология ғылымдарының кандидаты, профессор, А.Марғұлан атындағы Павлодар педагогикалық университеті, Павлодар, Қазақстан, e-mail: mergulkulahmetova@gmail.com

Түселбаева Ж.А. – педагогика ғылымдарының кандидаты, қауымдастырылған профессор, Astana IT University, Астана, Қазақстан, e-mail: Zhanar.Tusselbayeva@astanait.edu.kz

Информация об авторах:

Рамазанов М.А. – докторант, преподаватель, Павлодарский педагогический университет имени А. Маргулана, Павлодар, Казахстан, e-mail: soehne@mail.ru

Кулахметова М.С. – кандидат филологических наук, профессор, Павлодарский педагогический университет имени А. Маргулана, Павлодар, Казахстан, e-mail: mergulkulahmetova@gmail.com

Тусельбаева Ж.А. – кандидат педагогических наук, доцент, Astana IT University, Астана, Казахстан, e-mail: Zhanar.Tusselbayeva@astanait.edu.kz

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