



## MULTIMODAL APPROACH TO TEACHING RUSSIAN: STRATEGIES FOR DEVELOPING SPEECH SKILLS

Мухаммадова А. О.

Докторант, Бухарский государственный университет

### Abstract

This article provides a detailed examination of the potential applications of a multimodal approach in teaching the Russian language, as well as an analysis of strategies for developing students' core language skills: listening, speaking, reading, and writing. Multimodal learning involves the use of multiple channels for processing information, including visual, auditory, textual, and kinesthetic modalities. It is noted that integrating multimodal methods enhances student motivation, improves the quality of learning, and fosters the development of communicative competence. Special emphasis is placed on the implementation of modern educational technologies and interactive teaching methods.

**Keywords:** Multimodal, multimodal approach, innovative methods, integration, visual, kinesthetic.

### Introduction

Multimodal learning is a modern educational approach that integrates various learning models and takes into account a variety of ways of perceiving information. In the context of expanding and diverse access to knowledge, this approach is becoming an effective tool for improving the effectiveness of the educational process.

The modern education system is characterized by the active introduction of innovative technologies and new pedagogical approaches. One of the promising areas for the development of language teaching methods is the multimodal approach, which involves the use of various ways of presenting information and interaction in the learning process. People perceive the world through five

 <b>WORLD BULLETIN PUBLISHING</b> <small>Online Publishing Hub</small>	<h1 style="text-align: center;">World Bulletin of Education and Learning (WBEL)</h1>
<b>ISSN (E): 3072-175X</b>	<b>Volume 2, Issue 3, March 2026</b>
	This article/work is licensed under CC by 4.0 Attribution
<a href="https://worldbulletin.org/index.php/1">https://worldbulletin.org/index.php/1</a>	

senses: sight, hearing, touch, smell and taste, and interact with the external environment through different senses. In the process of learning, different senses of students are activated through different channels by one or another means for joint work aimed at achieving the goal of strengthening impressions and strengthening memory.

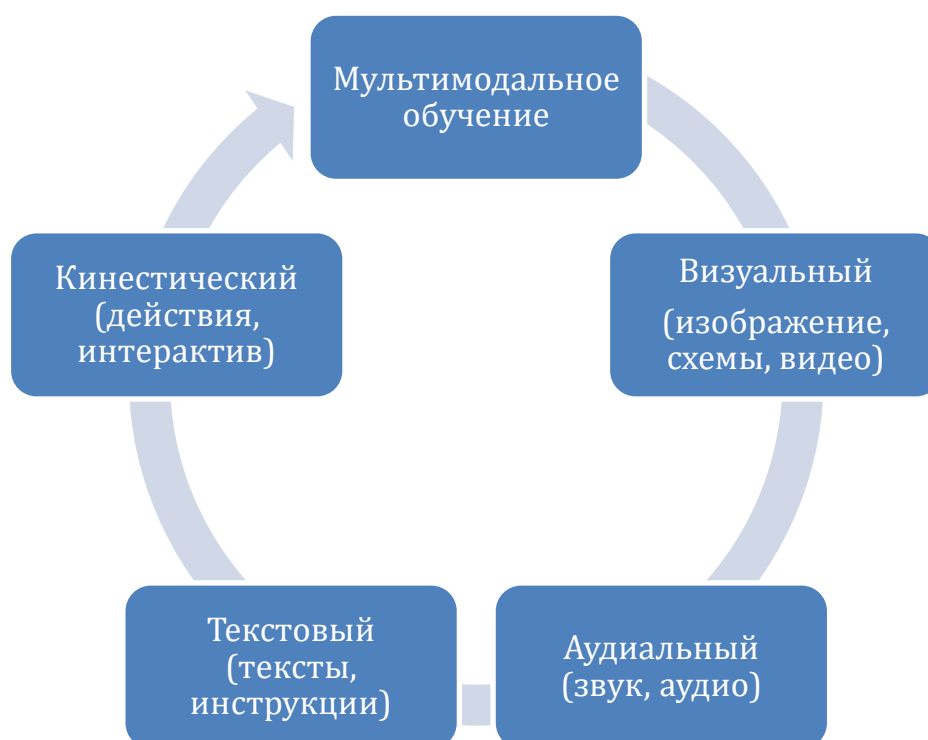
Multimodal education provides recommendations for educational activities. Educators combine oral, written, and other ways of working with graphics, images, body language, video, sounds, and online media to activate students' multimodal cognition, provide them with a diverse sensory experience, thereby increasing learning effectiveness and deepening students' understanding of learning content.

First of all, it should be said that multimodality, as a pedagogical category, reflects the integration of various sign systems into the educational process: text, image, video, audio, animation, etc.

critical thinking skills and improving the quality of information assimilation. When teaching Russian at a non-linguistic university, multimodal resources allow not only to enrich language practice, but also to create a more authentic language environment that is close to the real conditions of professional and everyday communication.

### **Literature Analysis and Methods**

The multimodal approach is based on the idea of using different modalities to transmit information. In educational practice, modalities are understood as various forms of presentation of educational material. The main modalities include: visual (illustrations, diagrams, presentations, video materials); auditory (oral speech, audio recordings, music); textual (written materials, tasks, instructions); kinesthetic (practical activities, games, interactive exercises). The combination of different modalities allows you to take into account the individual characteristics of students and increases the effectiveness of learning.



The emergence of the Internet at the end of the twentieth century was a turning point in the development of educational technologies. It opened access to large-scale information resources, multimedia content and online communication, which made it possible to integrate the Internet into the educational process research, virtual excursions and remote discussions, significantly expanding the scope of traditional learning.

Interactive whiteboards (smart whiteboards) have gradually replaced classic chalk surfaces, providing the possibility of real-time annotation, the use of multimedia and the organization of student collaboration. The proliferation of mobile devices, tablets, and laptops has changed the way classrooms work.

### **Multimodal approach in teaching listening**

Listening is an important part of language learning. To develop this skill, you can use: audio recordings of dialogues and texts; videos with subtitles; multimedia presentations; interactive tasks based on audio information. The use of visual elements together with audio information facilitates comprehension of



the content and contributes to the development of listening skills. Vocabulary is one of the keys to improving your Russian language proficiency, how to memorize Russian words more effectively. The theory of multimodal education fully takes into account the rules of language acquisition by students and proceeds from the characteristics of the language. It is necessary to use language and vocabulary in situations and contexts, and to present fixed content through audio or animation. With this method of developing situational memory, students can quickly master vocabulary with the help of visual and auditory modalities.



## Multimodal Theory for Teaching Colloquial Russian

For the development of oral speech within the framework of the multimodal approach, the following are used: role-playing games; group discussions; presentations; creation of video stories. In a multimodal situation, you can use Russian films and cartoons, and with a certain plot, put yourself in the

 <b>WORLD BULLETIN PUBLISHING</b> <small>Online Publishing Hub</small>	<h1 style="text-align: center;">World Bulletin of Education and Learning (WBEL)</h1>
<b>ISSN (E): 3072-175X</b>	<b>Volume 2, Issue 3, March 2026</b>
	This article/work is licensed under CC by 4.0 Attribution
<a href="https://worldbulletin.org/index.php/1">https://worldbulletin.org/index.php/1</a>	

appropriate cultural background and imitate the Russian-language pronunciation, manner of speech and thinking of Russians. Teachers can effectively carry out multimodal communicative activities and provide sufficient opportunities for practice. At first, it is possible to act out a scene from Russian films and TV dramas with students, let them play roles and imitate the pronunciation of characters. This will allow you to deeply "immerse" yourself in the speech features of the character, feel his language and pronunciation features. Such forms of work stimulate the active use of the language and help students overcome the language barrier.

### **Multimodal Theory in Teaching Reading in Russian**

Reading is designed to check whether students have mastered a large vocabulary. A multimodal approach makes the reading process more interesting and effective. For this purpose, the following are used: texts with illustrations; e-books; interactive tasks on the text; Infographics. Visual elements help to better understand the content of the text and contribute to the development of information analysis skills.



### **Multimodal Theory in Teaching Writing in Russian**

Writing skills can be developed through the following methods: writing essays and short texts; creation of presentations; keeping electronic diaries; implementation of project tasks. Multimedia tools allow students to be more creative in the writing process.

### **Examples of multimodal resources**

Interactive presentations (Prezi, PowerPoint): allow you to visualize grammar rules. Educational videos: help to learn the correct pronunciation and contextual use of vocabulary.

Online tests and games: increase interest in language learning and provide a quick test of knowledge. The implementation of these models helps to create a modern educational environment that meets the requirements of the digital society.

 <b>WORLD BULLETIN PUBLISHING</b> <small>Online Publishing Hub</small>	<h1 style="text-align: center;">World Bulletin of Education and Learning (WBEL)</h1>
<b>ISSN (E): 3072-175X</b>	<b>Volume 2, Issue 3, March 2026</b>
	This article/work is licensed under CC by 4.0 Attribution
<a href="https://worldbulletin.org/index.php/1">https://worldbulletin.org/index.php/1</a>	

Advantages of the multimodal approach: increasing the motivation of students; improving understanding of the educational material; development of communication skills; taking into account the individual characteristics of students; formation of creative thinking.

The multimodal approach is an effective tool for the development of students' speech skills when teaching the Russian language. The use of various channels for perceiving information contributes to a deeper assimilation of educational material and the development of communicative competence. The introduction of multimodal teaching methods makes the educational process more interesting, interactive and effective.

## References

1. Vereshchagin, E. M., Kostomarov, V. G. Yazyk i kul'tura [Language and culture]. – Moscow: Indrik, 2005.
2. Vygotsky, L. S. Myshlenie i rech [Thinking and speech]. – Moscow: Labyrinth, 1999.
3. Galperin, P. Y. Psikhologiya myshleniya i obuchenie [Psychology of thinking and learning]. – Moscow: Nauka, 1985.
4. Karasik, V. I. Yazykovoy krug: lichnost', kontsepty, diskurs [Language circle: personality, concepts, discourse]. – Volgograd: Peremena, 2002.
5. Leont'ev, A. A. Osnovy psikholingvistiki [Fundamentals of psycholinguistics]. – Moscow: Smysl, 2003.
6. Passov, E. I. Kommunikativnyy metod obucheniya inoyazychnomu govoraniyu [Communicative method of teaching foreign language speaking]. – Moscow: Prosveshchenie, 1991.
7. Selevko, G. K. Sovremennye obrazovatel'nye tekhnologii [Modern educational technologies]. Moscow: Narodnoe obrazovanie, 2006.
8. Halliday, M. A. K. Language as Social Semiotic. – London: Edward Arnold, 1978.
9. Kress, G., van Leeuwen, T. Multimodal Discourse: The Modes and Media of Contemporary Communication. – London: Arnold, 2001.

 <b>WORLD BULLETIN PUBLISHING</b> <small>Online Publishing Hub</small>	<h1 style="text-align: center;">World Bulletin of Education and Learning (WBEL)</h1>
<b>ISSN (E): 3072-175X</b>	<b>Volume 2, Issue 3, March 2026</b>
	This article/work is licensed under CC by 4.0 Attribution
<a href="https://worldbulletin.org/index.php/1">https://worldbulletin.org/index.php/1</a>	

10. Mayer, R. E. *Multimedia Learning*. – Cambridge: Cambridge University Press, 2009.

11. Zhukova, L. A. *Metody obucheniya inostrannym yazykam v multimedia srede* [Methods of teaching foreign languages in a multimedia environment]. – St. Petersburg: Rech, 2010.

12. Kress G., van Leuven T. *Grammatika vizual'nogo dizayna* [Grammar of visual design]. Moscow, Logos Publ., 2004.

13. Safonova V.V. *Kommunikativnaya kompetentsiya i multimodal'nost' v yazykovom obrazovanii* [Communicative competence and multimodality in language education]. — *Voprosy filologii*, 2022.