

DOI 10.36074/logos-29.09.2023.53

SYNCHRONISING MULTIMODAL EDUCATION WITH DIGITAL REALITY

ORCID ID: 0000-0001-5281-0759

Svitlana Lebedieva

Senior Lecturer of the Department of Philology and Translation
Kyiv National University of Technologies and Design

UKRAINE

Modern education has entered an era of significant transformations caused by the development of information technologies and the globalisation of knowledge. In this context, there is a need to rethink traditional teaching methods and develop innovative approaches that promote better knowledge assimilation and development of students' critical thinking. One such advanced method that is gaining relevance is the multimodal approach. Sound and image, and by extension speech and text, can be captured, reduced to binary calculation, transmitted or stored, and then re-rendered on demand. «Sound and image, and by extension speech and text, can be captured, reduced to binary calculation, transmitted or stored, and then re-rendered on demand» [4, 37]

Although verbal communication in the form of traditional reading and writing is still a necessary skill, the digital competence of learners forces a shift in language teaching to a broader concept of text and multimodal meaning-making, requiring new concepts appropriate to communicative possibilities.

Today's virtual communication tools offer foreign language learners different ways of conveying meaning. Technology, the development of computer-mediated communication, and the emergence of numerous of social networks allow young people to create different types of messages. In addition to text, they use images, animated reactions, video sequences, sound accompaniment and audio reactions. Today's students are not only consumers but also active content creators. As such, they have expertise in evaluating learning materials.

The construction of meaning occurs as a result of the symbiosis of different modalities. Images can be used on their own or to create a visual background, three-dimensional images create a physical environment for understanding the localisation of concepts, the dynamics and expressiveness of speech, the ability to explain a concept with differently formulated definitions and explanations can be supported by images or video for a more stable imprint. The use of different ways of conveying information helps to consolidate the material learnt by using practices of contrast or similarity

A multimodal approach to learning effectively utilises an integrated approach to knowledge delivery. Based on the fact that the learner is already involved in the use of different modes in everyday life, this strategy logically integrates them into the educational process. The integration of not only text and speech, but also visual and audio resources into the presentation of material and interaction during the lessons allows for the creation of an interactive transfer of information and communication with the audience.

It is consistent with Howard Gardner's theory of multiple intelligences, which suggests that people have different types of intelligence (verbal, logical, visual, musical, and others), and instruction should take these diverse abilities into account.

«Rather, examined from an evolutionary perspective, it makes more sense to conceptualize human beings as having several relatively autonomous mental faculties, including musical intelligence, spatial intelligence, bodily kinesthetic intelligence, and naturalist intelligence.» [1,140]

The opportunity for effective learning extends beyond the classroom. Creating online lesson or lecture elements as part of the curriculum greatly enriches and expands the options available to learners. Often students tend to choose certain resources, whether it be texts accompanied by visuals or video or audio assignments. «There is an absolute need to understand the practices, aesthetics, ethics and epistemologies of contemporary forms of text production» [2,12]

«Integration of information and communication technologies into teaching provides a wide range of tools for communication with students, including multimodal communication practice» [3, 203]

Personalising learning involves the use of a multimodal approach to constructing and organising both classroom and independent work. Being left alone with learning tasks, the learner needs to choose a way of acquiring knowledge, based on his/her individual characteristics of perception, previous experience and motivation. Critical reflection on the material, the possibility of choosing a more appropriate way of working creates a comfortable learning environment and can significantly increase motivation and overcome the desire to postpone the fulfilment of tasks for later.

The prospects for a multimodal strategy are related to the further improvement of technical capabilities of interpersonal interaction methods, the expansion of distance and blended learning, and the creation of additional channels for remote education.

References:

- [1] Gardner, H. (2002). On the Three Faces of Intelligence. *Daedalus*, 131(1), P. 139–142. <http://www.jstor.org/stable/20027746>
- [2] Bezemer, J., Kress, G. (2010). Changing Text: A Social Semiotic Analysis of Textbooks. *Designs for Learning*, 3(1–2). P. 10–29. DOI: <https://doi.org/10.16993/dfl.26>
- [3] Lebedieva, S., Lebediev, M. (2023). Multimodal aspects of teaching in the field of modern distance education. *Innovatsiyana pedagogika*, 56 (2). P.201–205. DOI: <https://doi.org/10.32782/2663-6085/2023/56.2.43>
- [4] Cope, B., Kalantzis, M. (2021) Pedagogies for digital learning: from transpositional grammar to the literacies of education. *Multimodal literacies across digital learning contexts*. P. 34-53.