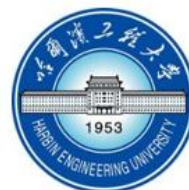


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«МОВНА ОСВІТА: ВИКЛИКИ, ПЕРСПЕКТИВИ ТА ІННОВАЦІЇ»

Збірник наукових праць



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possess the knowledge to protect oneself and properly organize processes both exterior and interior to the classroom, it is of high probability to be absorbed in unshaken traditions and obsolete manners. A plain question, “How can my child ever read or hear? No, teach them grammar!” has the force to turn administrative control parties against the enlightener if one is unlucky in terms with them. What is important in the light of it is how to cope with the challenges thrown toward the younger specialists especially, and the answer has not yet appeared in the academic background herein, thus it was fascinating to search through several higher education establishments in Ukraine. The selection of them was based on the 2024 rating of pedagogical institutions by the website of Osvita.Ua [3] and the loud names in Odesa, the hometown for the investigator behind the text, and the result surprisingly showed that only among courses of The Odessa I.I. Mechnikov National University there is something resembling a class to educate on surviving in the real-life educational environment, Pedagogical Management [1]. The lack of necessary disciplines to aid fresh teachers in terms of communicating not only in the classroom but also beyond it poses a threat to both our teaching careers by pioneering on the anarchial path of trials and errors and a creative contribution to the global evolution of teaching. One solution to be given here is to introduce new courses to challenge newcomers before the tedious road of schooling.

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MULTIMODALITY IN THE PROCESS OF INTEGRATED TEACHING PROFESSIONALLY-ORIENTED ENGLISH OF FUTURE SOCIAL WORKERS

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The study is devoted to a comprehensive analysis of multimodality in the process of integrated teaching professionally-oriented English of future social workers. Strategic directions for the development of modern education involve the implementation of an integrated approach to building the content of professional

training of future specialists. The multimodal approach, which involves the integration of various semiotic systems in the process of communication and studying, is of particular relevance.

The issue of the functioning and use of multimodal methods of teaching foreign languages has been studied by Ukrainian (O. Babeliuk [1], L. Hlyvinska [2], N. Oskyna, A. Pak, A. Yumrukuz [3] and others) and foreign (W. Deborah [4], S. Matthiessen etc.) scientists.

The implementation of the goals of an integrated approach to teaching professionally-oriented English of future social workers is impossible without the use of multimodal methods that are aimed at ensuring the most complete and deep cognitive, social and personal development of applicants, and are designed to be the leading means of developing the concept of student-centeredness, ensuring the quality of educational services, and forming an educational environment in higher education, which is determined by the necessary conditions for ensuring the quality of education.

The term multimodality is defined as a new approach to literacy development and the pedagogical process as a consequence of the development of new means of communication through new technologies, such as the Internet, multimedia and digital media [2].

Currently, there is a large number of modern multimedia technologies, methods and techniques for teaching professional English. In connection with the COVID-19 pandemic and war in Ukraine, online studying on the platforms Zoom, Teams, Discord, Skype, etc. has become relevant. The use of these platforms helps not to stop the educational process and is considered as additional teaching tools for participants of the educational process. It should be noted that the use of multimodal methods within the framework of an integrated approach to teaching professional English of future social workers has its own specifics: communicative orientation, enhances the visualization of educational information, the ability to store a large amount of information, automation of verification processes, easy access to resources, the ability to constantly change and replenish materials. Classes using multimedia applications additionally motivate students to further study English; allows students to study independently, thereby increasing self-esteem and self-confidence; enhances interaction between students wherever they are, verbalization and involvement in joint group learning. The use of presentations, video and audio materials helps to increase the effectiveness of developing foreign language skills.

The process of experimental implementation of multimodality in teaching English for professional purposes was attended by applicants of the specialty 231 Social Work of Ushinsky University (28 students). The educational environment was adapted to the needs of students: traditional studying was combined with digital technologies (Teams platform), multimedia presentations, video analysis, role-playing games, virtual tours, online forums and podcasts were introduced.

Analysis of the practical application of multimodality has proven that in teaching English, multimodality allows you to create more interactive and effective environment. The main forms of multimodal teaching: the use of video and audio material in English of a professional orientation; combined reading and listening

(simultaneous reading of the text and listening to its audio recording); gamification of studying – the use of mobile applications and interactive platforms (Duolingo, Quizlet); project activities – the creation of multimedia presentations, video blogs, etc.; interactive tasks; use of the CLIL method (Content and Language Integrated Learning) involves the integration of teaching aids for the profile subject and learning English.

Analysis of the functioning of multimodal methods in the process of integrated teaching of professional English of future social workers showed its high effectiveness, since it provides a comprehensive development of language, cognitive and professional skills of applicants, and the integration of various types of speech activity contributes to better perception, assimilation and reproduction of professional English information.

We see prospects for further scientific exploration in determining the essence of a multimodal approach to integrated teaching of professionally oriented English of future social workers.

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MULTIMODALITY AS A CONTEMPORARY STRATEGY FOR INTERPRETING ENGLISH-LANGUAGE FICTION

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The current stage in the development of the humanities is marked by an intensification of interdisciplinary connections and an active search for new research approaches to the analysis of literary texts. Particular attention is drawn to English-language literature, which, in the context of cultural globalization and the rapid development of digital technologies, increasingly functions as a multimedia phenomenon. Consequently, there arises a need for comprehensive methods of analysis that consider not only traditional linguistic or literary approaches but also the specifics of reception within a multimodal environment [4].

One such innovative approach is multimodal analysis, based on the idea of interaction among various modes—verbal, visual, auditory, kinetic, and others—

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