

THE IMPORTANCE OF MULTIMODAL TEACHING AND DIALOGIC TEACHING IN DEVELOPING SPEAKING COMPETENCE

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This article investigates the relevance of multimodal learning and dialogic teaching while teaching the speaking skills of A2-level students. The research findings confirm that if multimodal approaches and dialogic instructions are applied cumulatively, the speaking skills of students greatly enhance. The current study monitors how multimodal learning materials and dialogic approach assist in enhancing students' language learning process as well as introducing communicative skill. The teaching of a foreign language in the contemporary education system with interactive and multimodal practices is becoming highly fashionable. The application of multimodal resources and dialogic methods is most critical for developing the oral competence of A2-level learners. The article presents an overview of multimodal teaching and dialogic methods' effectiveness, connection, and practical usage.

The multimodal learning process involves enhancing the learning process using varied modes, including audio, visual, kinesthetic, and textual modes. Multimodal teaching, as Kress & van Leeuwen posits, provides various channels of information reception, hence making the learning environment more effective for students[1;25]. The multimodal approach is flexible to suit the learning style of each student, addressing their specific needs. The multimodal approach includes:

- Audio resources – building listening understanding, pronunciation, and intonation
- Visual resources – utilizing images, diagrams, and films to build visual perception of data.
- Physical activities – utilizing kinesthetic approaches such as role-play and dramatization to utilize for experiential learning.
- Text-based resources – building written and spoken language.

The dialogic approach draws on Vygotsky's sociocultural learning theory, which postulates that learners gain new knowledge through cooperative efforts as they interact[2;62]. Dialogic teaching develops learners' critical thinking skills and is a strong indicator of their communication skills. This type of approach targets:

Joint interaction for developing students' social and linguistic competence;

Production and sharing of utterances in an attempt to establish a natural conversation setting;

Question-and-answer methodologies to acquire analytical thinking competence;

Simulation of everyday situations in order to boost hands-on approaches.

Multimodal Approach of Building Speaking Skill Multimodal pedagogies through dialogic teaching considerably advances learners' experiential knowledge of languages. Specifically:

Audio and video material aids pronunciation and intonation shaping [4;12];

Role-playing and role-dramatization enhance competence in speaking situations in real contexts;

Interactive websites and software present multimodal materials for teaching [3;5] Pair and group work develop interactive communication competence;

Virtual and authentic communication extends students' experience in speaking.

Practical Applications In order to undertake multimodal and dialogic forms of teaching and learning, the following are recommended strategies:

1. Application of video and audio materials – locating learners in real communicative contexts.
2. Application of simulation and role-play – building natural conversation skills across contexts.
3. Application of pair and group work – developing communicative competence through interactive practice.
4. Blending multimodal resources – using visual, audio, and textual resources to enhance understanding.
5. Utilizing online platforms and mobile applications – providing students with opportunities to learn languages through multimodal tools[3;5]

To sum up, research findings indicate that when multimodal approaches and dialogic teaching are effectively integrated, students' speaking competence significantly improves. This approach not only enhances their linguistic abilities but also strengthens their social and communicative skills. Future studies should focus on developing interactive educational programs based on multimodal approaches to further improve teaching effectiveness.

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