



Research Article

MULTISENSORY APPROACH IN CREATING A COMMUNICATIVE SPACE IN TEACHING ENGLISH LANGUAGE

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Dildora Rashidova

Phd, Associated Professor At Yangiyer Branch Of Tashkent Institute Of Chemical Technology, Yangiyer, Uzbekistan

ABSTRACT

This paper provides a methodology for using progressive tools and methods of teaching a English language when using the language environment, and also takes into account the specific characteristics of virtual communication, which is a kind of creation and perception of text, including the anonymity of communication participants.

KEYWORDS

Communicative space, language environment, multisensory approach, teaching English language.

INTRODUCTION

Before proceeding to the consideration of the question posed, we would like to make a short

digression into the recent past. In particular, let us turn to educational and methodological kits

that were quite common at the end of the last century, which included task packages and a set of practical exercises in the following areas: listening, reading, speaking, writing. Moreover, the material was distributed strictly by aspects and qualified in accordance with the proposed course: on the development of audio, written, conversational and reading skills [1-3]. Today, the world's methodological developments are increasingly inclined to fully reflect the multisensory approach, which implies, if not synchronous, then almost simultaneous teaching of all types of activities. In this regard, the question arises: what is the target setting and the expected result from the application of the multisensory approach to the educational process?

METHODOLOGY

Disclosure of this aspect is legitimate to refer to the pattern, well known to all specialists, which accompanies the learning process and is described by American researchers R. Karnikau and F. McElrow [4]. In accordance with the data obtained as a result of research, the average student at the level of assimilation perceives:

- 9-10% of reading;
- 19-20% - heard;
- about 30% - seen;
- no more than 50% - seen and heard;
- and almost 80% - of what or what he says himself;
- and more than 90% - what he achieved in the course of his activities and gained experience.

The multisensory approach, which is one of the most advanced methods of teaching a foreign language around the world, unfortunately, is often left unattended in the classroom. The use of this technique allows you to most effectively bring to the same level and develop all the necessary language skills at the same time in an equal amount. Since the multisensory approach involves the perception and transmission of information synchronously by various senses: sight, hearing, taste, touch, smell, etc.

In a learning environment, it is most often difficult to combine all the possibilities of perception and offer students objects to taste and smell, but teaching them to perceive and transmit information using two or more channels of

perception at the same time is quite realistic. Life (or related to the subject of study) in our case, the legal experience and knowledge of students is almost exclusively used in order to achieve the goal in which the existing knowledge in one language helps to consolidate them in another.

The degree of student mastery of the subject, based on a constantly increasing level of knowledge in the specialty, his ability to express his ideas, summing up his personal experience, assessment of the situation proposed for analysis and expression of opinion should be subjected, in the language of specialists, to the "communicative filter" of perception and understanding of the teacher.

Such an opportunity allows students to accumulate knowledge, understand, analyze and compare, learn to express their opinion in writing and orally, offer ideas and adequately accompany them with logical arguments, which is of particular importance for future lawyers. Thus, the goal of active learning is the creation by the teacher of flexible conditions in which students themselves will be able to discover, acquire and construct knowledge during classes under the supervision of the teacher and after classes independently work on the material.

It is this approach that will maximize the stimulation and "beautification" of the learning interactive language environment based on a whole range of carefully designed activities in the above mentioned direction.

At the same time, the following is of particular importance:

- a) the introduction of improved and specially designed multimedia products for teaching foreign languages, including programs of various types in their structure, including animations, interactive game-like tasks, alternating multi-sensory elements in the presentation of material on the topic of the specialty in a foreign language;
- b) the use of well-chosen classes on topics and organized into a single set of training, applied and instrumental programs;
- c) the use of virtual communication or computer-mediated communication - computer-mediated or Internet communication.

With the right and flexible selection, all of the above tools will bring to the optimal level the process of using the multi-sensory capabilities of students in the classroom. Among the most common types of interactive teaching methods is

video training, which can be divided into several varieties:

- 1) showing ready-made video materials developed on the basis of the curriculum with thematic links;
- 2) recording situational and role-playing tasks presented by students and played in the language of instruction, viewing them with subsequent analysis;
- 3) viewing news on the global Internet, Internet curricula and online discussion, obtaining information using chat bots within the internal network under the supervision of a teacher, who can subsequently indicate language gaps and advise on ways to fill them.

This method fully justifies itself, especially if the process of discussion online, using the services of chat bots or mobile applications, continues and will take place in your free time. Thus, the language environment created in the classroom is not actually interrupted, but is automatically transferred to another plane, where the student feels more relaxed.

As a rule, this method “works” because today almost all teachers and students have mobile

means of communication. Greater efficiency can be achieved if something like a schedule for connecting to the discussion is drawn up in advance, this will allow as many people as possible to be involved in the discussion process.

RESULTS

The modern language environment needs progressive means and methods of teaching a foreign language, but it should be remembered that the specific characteristics of virtual communication are the originality of the creation and perception of the text, including the anonymity of the participants in communication. All this leads to violations of language norms, and placement on sites of unedited and insufficiently professional texts.

CONCLUSION

Thus, sites that are amateurish, unprofessional and do not meet the moral, ethical and moral categories should be avoided. Therefore, the teacher must clearly formulate the specifics of such materials for himself and be competent in their selection and development of a resource base, including web resources, which must be

included in the recommended sources for classroom and independent work.

This is due to the fact that the communicative space of the Internet provides a unique potential for studying the emerging virtual language environment.

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