

Development of Speech Culture Through Working with Multimodal Texts

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Abstract: This article analyzes the possibilities of developing speech culture in Uzbek language classes at general secondary schools through the use of multimodal texts. It examines the types of multimodal texts, their educational value, methodological approaches, and their influence on students' abilities to perceive and reproduce information. The study provides recommendations on how to form culturally appropriate, coherent, and meaningful speech by actively using multimodal resources during lessons. The article presents a balanced blend of theoretical analysis and practical examples, making it potentially useful for pedagogical practice.

Keywords: Uzbek language, speech culture, multimodal text, educational technologies, media literacy, methodological approach, information competence.



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Introduction. Today's processes of globalization, digitalization, and informatization require the world's population not only to receive information, but also to approach it critically and thoughtfully, to understand various forms of information, and to use it purposefully. This requires new approaches in the field of education. In particular, in the process of language teaching, in addition to traditional written and oral texts, the issue of the effective use of multimodal texts (i.e., multimodal - a combination of such factors as image, audio, video, movement, text) is on the agenda.

Working with multimodal texts not only serves the reader to perceive and analyze information in various forms, but also opens a wide path to the development of their thinking ability, critical approach, cultural competence, and most importantly, speech culture. In modern education, speech culture is considered not only as correct and clear speech, but also as the ability to communicate deeply, logically, and ethically. In particular, the use of multimedia texts in the process of teaching the Uzbek language in secondary schools serves as an important tool for the formation of comprehensive knowledge and skills in language and speech in students. This article examines the possibilities of forming students' speech culture through such texts, effective directions, methodological approaches, and the results of their practical apps.

Today, the concept of multimodal text and its role in education is invaluable. Multimodal texts are a form of information transmitted in combination with various communication channels (text,

image, audio, video, graphics, movement, color, etc.).[3] For example, video clips, infographics, comics, cartoons, electronic textbooks, audio books, and slide presentations.

Working with multimodal texts in the educational process develops students' ability to receive, understand, analyze, and reproduce information through multi-channel means. This is one of the main factors in the formation of speech culture.

Today, speech culture is one of the important criteria for functioning as a successful individual in society. It demonstrates the following skills:

- Rich in content, clear and logically correct speech;
- Cultured communication and attitude;
- Ability to analyze and reproduce information;
- Targeted use of verbal and nonverbal (gestures, intonation, facial expressions) elements. Each multimodal text has its own characteristics. [1]

Multimodal texts are mainly divided into the following types:

Text type	Description	Benefits in teaching
Audio text	Radio recordings, audiobooks	Study intonation, pronunciation, diction
Video text	Movies, video blogs, cartoons	Verbal and nonverbal speech comprehension
Infographics	Illustration, diagram, and short text combined	Analysis and presentation of information
Comics	Written visual stories	Development of writing and speaking skills
Slides	Presentation texts	Systematization of information, speech planning

The use of this type of text increases the student's cognitive activity and directs them to express personal opinion, analysis, explanation, and participate in communication. In this way, they form the basic skills of speech culture.

There are several ways to work with multimodal texts. When working with multimodal texts, it is advisable to use the following methodological approaches:

Understanding and defining

- Listening to a video or audio material and expressing its content in writing and orally.
- Create a story based on a comic or infographic.

Comparison and analysis

- Comparing text information with the image in the video.
- Analyze the stylistic difference between an audio text and a written text.

Comment and debate

- Discuss different points of view based on the video text.
- Expressing personal opinion based on a slide presentation.

Creation (creative expression)

- Consequently, create a comic that continues the development of the story.
- Preparation of a personal presentation with multimodal elements. [2]

Because of such methodological approaches, in the formation of speech culture, the ability of the student to correctly perceive and express information increases. It also develops their cultural and moral approaches.

Conclusion. The fact that working with multimodal texts is one of the important factors in the formation and development of speech culture in the modern educational process is confirmed in practice. The results of this study show that the presentation of the text not only through linguistic, but also through visual, auditory, kinesthetic, and other semiotic codes can improve the student's ability to think, communicate, and demonstrate expressive speech using complex means. Analysis shows that through the use of multimodal texts, students not only enrich their speech, but also learn to participate in communication in a purposeful, cultured, and effective in particular, it was found that working with texts in combinations such as words and images, words and audio, words and infographics enhances speech activity and contributes to the development of cultural and social competencies.

In addition, the process of forming a culture of speech through multimodal approaches makes it possible to effectively use active and interactive methods in education. This forms such important competencies in students as creative thinking, critical analysis, justification of one's position, and awareness of the audience.

In conclusion, working with multimedia texts is important as a modern pedagogical approach to the development of speech culture, and its gradual and systematic introduction into the educational process, improving the qualifications of teachers in this area, and the development of methodological manuals are considered urgent tasks.

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