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The Importance of Using Innovative Methods Based on Multimodal Texts in The Development of Critical Thinking Skills of Future English Teachers

Tojiboyeva Shokhistakhon Komiljonovna

Acting Associate Professor of the Interfaculty Department of Foreign Languages of the Termez University of Economics and Service, Doctor of Philosophy (PhD) in Pedagogical Sciences, Uzbekistan

Abstract: This article explores the importance of innovative techniques based on multimodal texts in developing critical thinking skills of future English teachers. Multimodal texts are materials that combine different communication methods (text, images, audio and video materials). This article details how students thinking skills can be developed through the use of multimodal texts in the educational process. Examples of research and practice presented in the article show how students can improve their ability to express their thoughts, solve problems, and make logical conclusions using multimodal educational resources. It also looks at the difficulties that arise in the development of critical thinking skills through multimodal texts and ways to overcome them. As a result, important conclusions are drawn about the importance of innovative methods in improving the skills of future English teachers.

Keywords: Critical thinking, skills, multimodal texts, innovative techniques, education, teaching methods, feedback, analysis, creativity, research, learning process, interactivity.

Introduction: In the context of modern globalization, the demand for the process of teaching foreign languages has increased sharply, with special attention in the educational process to such issues as creative and critical thinking, media literacy, integration with information resources. English teachers are not limited to mastering the previous traditional skills – linguistic skills, they are obliged to be able to form in students a

critical learning skill of independent thinking, creativity, in-depth analysis of information from various sources, as well as multimodal texts (forms of information that combine such as image, diagram, audio, video, Context). A Multimodal text is a text that sums up various forms of information, allowing the reader to receive and interpret information over several channels (view, hear, read). Such texts are widespread in accordance with the demand of the time: blogposts, infographics, video tutorials, podcasts, pictorial-textual materials, media content on social networks. Therefore, future English teachers should be able to work with such multimodal texts, use them with a critical eye as a resource, have a methodology for forming this skill in students.

Critical thinking is the ability of an individual to ask independent questions in front of any information or conclusion, study evidence, assess source reliability, listen to alternative opinions, draw conclusions in a way that is devoid of subjective feeling. John Dewey classifies this process as "reflexive thinking", consisting of asking questions, relying on the individual's own experience, relying on scientific methods, independent decision-making activity [1]. Jean Piaget explains that in the theory of child mental development, an individual gradually moves into "multilateral analytical" thought from the point of view of his "egocentric" in the process of social environment, communication and experience. According to him, the child occupies the foundation of critical thought in the process of comparing various colorful data, studying different point of view [2]. Therefore, critical thinking is more important when working with information – multimodal texts – from different sources, from different forms. Because, multimodal information is composed of various elements (video, audio, image, text, infographics), which in the process of independent search, comparison and conclusion, require the reader to find reliable evidence, distinguish manipulative elements, carefully organize the thought process.

Multimodal educational approach. Multimodal education is an approach based on the presentation of information over several channels (text, image, audio, video). In doing so, the reader generates insight by studying each modal component separately, and then analyzing them consistently or integrated. Paulo Freire acknowledges in the idea of "critical pedagogy" "that the reader is not a passive" consumer of information", but an "active participant", that information in various forms, such as literary text, painting, video, can develop consciously in the process of its own research in a consistent way[3]. In English classes, a multimodal educational approach refers to teaching foreign

language skills (reading, writing, speaking, listening and understanding) in various forms of resources, such as text + infographics, picture + audio, video + subtitles. In this case, students receive information through several sensory organs, while the teacher must develop a critical opinion in students that analyzes these resources.

In the future, a specialist who will teach English: be able to offer various types of text (scientific, artistic, popular, technical, social network posts, blog, advertising), have methodological skills in their analysis;

To be able to harmoniously apply various modal forms of Information (picture, video, audio, graphics) in the course of one lesson, so that the interest of students, the ability to independently analyze increases several times;

Foreign sources, using various platforms (YouTube, BBC Learning English, TED Talks, infographics), preparing critical questions and directing readers to provide evidence, perceive manipulation, draw conclusions are a necessary factor for the development of critical thought. Lev Vygotsky believes that the development of students as individuals is accelerated by the application of methods corresponding to this "zone of near development", that is, by achieving the ability to complete tasks at a level higher than the student's competence, with the methodological support of the teacher [4].

The connection between Multimodal texts and critical thinking. A Multimodal text is a form of information that concentrates information in itself in several separate modal forms. For example, infographics use text, numbers, diagrams, images, and colors to convey complex information to the reader in a clear and fluent form. Or video roller-combines several modal components in itself, such as audio, image, animation, subtitle. Future English teachers are in the process of working with this type of text:

The study of lexical and grammatical aspects (vocabulary in the text, styles of expression);

Critical assessment of the effects of image, sound, design elements on the reader, emotional capacity, manipulative methods, contextual evidence, etc.

Focuses on issues such as determining the purpose (advertising, information, persuasion, spiritual influence) of the author or creator.

Critical analysis of Multimodal texts. Critical analysis is the process of treating a multimodal text as a whole and studying each of its modal components separately, assessing the harmony and function of these components, perceiving manipulative factors. For example, in a video roller:

Frames (visual image) - the content of the picture or clip, who is shown, what context;

Audio-music, sound, intonation, impact on emotion;

Text-subtitle, title, phrases "call to action", whether statistics are quoted, are there manipulative words;

The purpose of the event – roller, who is the author, what is the main idea to be promoted.

In this way, the reader analyzes each component individually, then draws an integrated conclusion – the meaningful deviation of the text, emotional pressure, proof-proof sufficiency. John Dewey interprets the process as "learning by The Reader using his intelligence in the face of information and asking the right questions" [5].

Integration of critical thought and multimodal approach. Critical thought is perfect for comparing different sources, comparing different forms of expression, without being limited to just reading or hearing the text. Therefore, multimodal resources: blogpost, video roller, audio sheet, picture, infographic-using all around one topic, to the future English teacher:

Research: teaches which multimodal source to choose, verify reliability, evaluate information in a multifaceted way.

Communication: makes it possible for students to interpret these multimodal texts in a debate, ask questions and answers.

Creativity: students or students also reinforce critical thought by creating their own multimodal materials (e.g., making infographics, writing podcasts, video clip analysis).

Developing the critical thinking skills of future English teachers: a methodical approach. Innovative methods - traditional "lecture

+ in-class inquiry", not limited to concentrating teacher and students (students), relying on multi-source and multimodal materials, interactive, creative, problematic teaching elements, which means that students are involved in processes such as independent reasoning, critical analysis, proof-making, emotional management, questioning empty-earth assumptions. These techniques provide a wide range of opportunities for the future English teacher to effectively organize his activities when working with multimodal text in a foreign language, such as research, resource selection, presentation to students, improvement of critical thinking through controversy or keys-stadi, integration with digital platforms, online developments, social networks.

Complex of interactive methods. Some of the

interactive methods that can be used to develop critical thinking for future English teachers are as follows:

Debate (debate): defending the opposite opinion on various multimodal resources (video, infographics, article).

Keys-stadi (Case-study): critical work on keys based on a Real or voluntarily created situation, such as a manipulative message on a social network, a blogpost, an advertising role.

"Fishbone "(fish sklet) methodology: the main" spine "of the problem, its cause and consequences are classified as" bone". Students take a comprehensive look at the problem by filling each bone with multimodal examples.

Role-playing (Role-play): someone on Multimodal texts thinks in the role of "author", someone "critic", someone "blogger", someone "fact-checker" [6].

The application of multimodal texts in the formation of critical thought: advantages and problems.

Advantages. Interest and motivation: Multimodal text attracts the attention of readers, since it is in harmony with modern technologies, interest in the lesson increases.

Colorful experience: just as the coverage of one topic in several types of sources (infographics + video + article) strengthens the skills of comparative analysis, critical questioning, separation of reliable sources in readers.

Digital literacy: Multimodal texts are often hosted in online form, which gives readers experience working with internet resources, search operators, media platforms.

Language skills: as concurrent reading (reading), listening comprehension (listening), vision (viewing) practices are performed, integrated skills are formed to suit the purpose of English classes.

CONCLUSION

Working with multimodal texts in the development of critical thinking skills of future English teachers is a requirement of the digital and global era. Thanks to this methodology, the teacher, not only with the traditional "lecture – question-answer" format, allows students to receive information that comes in different expressions (text, audio, video, infographics), provide evidence, distinguish manipulation, draw independent conclusions, at the same time form linguistic skills. While John Dewey called the process "a scientific-theoretical point of view for a democratic society", Paulo Freire has cited the definition of "critical thinking that drives people to discover their power". The teacher of modern English, especially the future frame, should be a facilitator, a mentor who will guide students not

only to memorize the rules of the language, but also to a complex process in comparing various sources and making critical conclusions, being able to independently think. Under information flows using modern multimodal resources, innovative technologies along with the linguistic method. Only through such an integrative approach can students grow up in their later lives as a person who can effectively move in the global information space, has the skills of critical analysis of information, is a creative thinker and has a more thorough grasp of a foreign language.

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