

transcend national borders, traveling from one culture to another and becoming universally known. The development of children's literature in each nation is closely linked to the spiritual values and beliefs of that society. Therefore, it is the people themselves, who have taken the initiative to create literature specifically tailored to the needs of their children, as mentioned earlier.

It is crucial to utilize both universal and national values in educating young people about moral qualities through fairy tales. These values, whether universal or specific to a particular nation, play a significant role in shaping children's characters. Reviving our national traditions and tales serves as a foundation for instilling moral norms based on both national and universal values, thereby nurturing selfless and knowledgeable individuals for our society.

National tales are a reflection of the spiritual essence of each nation, embodying the collective consciousness and cultural heritage of its people. These tales fulfill a spiritual need within the society and contribute to the formation of social consciousness among young people. They play a vital role in shaping the holistic development of individuals, actively influencing their character formation and contributing to the shaping of their ideological beliefs during their formative years.

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TEACHING SPEAKING THROUGH MULTIMODAL TEXTS IN ENGLISH CLASSES

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In the contemporary landscape of language education, the integration of multimodal texts has emerged as a dynamic and innovative approach to enhancing speaking skills in the English classroom. We can mention that from 2013/2014 academic year teaching of foreign languages, mainly English, started from the first grade of the primary school in the format of games and informal conversation lessons and since the second class schoolchildren learned the alphabet, studied grammar and developed speech skills. And regular training programs shown in the mass media are giving positive results not only in acquisition of knowledge and skills, but also in motivating Uzbek children to foreign language learning [Tajieva A]. Multimodal texts refer to texts that combine different modes of communication, such as visual, auditory, spatial, and gestural elements, to convey meaning and engage learners through multiple sensory channels. This approach recognizes that individuals learn and process information in different ways, and by utilizing various modes of communication, educators can cater to diverse learning styles and preferences.

Multimodal teaching involves incorporating a range of tools and resources, such as videos, images, audio recordings, interactive simulations, and hands-on activities, to create a rich learning environment that stimulates multiple senses and facilitates deeper understanding. By presenting information through different modalities, educators can make complex concepts more accessible and relatable to students, ultimately fostering a more interactive and inclusive learning experience.

Applying a multimodal approach in the classroom is much more successful and impactful for students learning English as an extra language. It promotes autonomy and improves motivation to

learn, inspires students' motivation to read after class and assists to build up their confidence in learning English.

Multimodality is interpreted in various ways by scholars. To illustrate, a multimodal text is represented in different ways as paper-based, like posters, textbooks, and comics; digital, like digital narratives, web pages, presentations, blogs, electronic posters, and social media to computer games, animation, movies, and live, which contains oral stories, performance, dance [Danielson; 32].

Multimodality describes some components like visual, auditory, gestural, verbal etc used in many human-machine interfaces [Merchant; 2239-2251]. That is to say, by combining various modes of communication, multimodal texts offer unique opportunities for learners to engage with language in diverse and interactive ways. The varieties of modalities were used in communication, such as language, color, taste, image and so on. To make more precise, employment of two or more modalities for interactions will form multimodality.

Forming multimodal texts is a progressively widespread activity in contemporary schools. Books, images, slides, storyboards, podcasts, and oral presentations are examples of multimodal texts that are not difficult to cover. More nuanced visual multimodal text productions are visual stories, Web sites, movies, and story animations [Halloran; 133].

In discussions learners engage with a problem and are tasked with expressing their opinions on the matter [Gołębiowska; 13]. Students are encouraged to maintain their individual perspectives and reach a consensus on an issue introduced by the teacher.

Speaking is considered to be an additive process, in which learners build their messages by combining smaller language components (symbols) into larger, more meaningful structures. In this particular case, the learner starts with the building blocks of language, such as words, which are subsequently joined to create sentences. These phrases are then combined to form sentences that adhere to grammatical rules and express ideas in greater detail. Ultimately, the learner's overall meaning or message is communicated through the cohesive discourse that these phrases are assembled into.

The morphological realization of tense and syntactic realization of aspect are very closely connected. As her statement indicates, it implies a relationship between the morphological expression of verb tenses (via verb endings or auxiliary verbs) and the syntactic portrayal of aspects of actions in a sentence. By implementing this sort of activities, language learners can improve their communication skills by comprehending this link in the context of speaking skill development and making complex structures. Speakers can improve their spoken communication by guaranteeing accuracy and coherence in their verbal representation by paying attention to how tense and aspect are realized in language.

The analysis of the data indicated a strong relationship between the use of multimodal texts in education and the improvement of students' speaking abilities. Teachers who incorporated diverse multimedia tools into their lessons saw increases in speaking skill and student engagement. Students who interacted with multimodal texts such as images, videos, and interactive platforms showed a noticeable improvement in their speaking abilities when compared to those who were not exposed to these approaches. This implies that the use of a wide variety of media in language training can enhance students' ability to communicate in speech and their overall language learning process.

With the aim to effectively increase language learners' speaking abilities and fluency, a number of recommendations may be made based on the analysis and study findings to enhance the intentional methods of teaching for speaking using multimodal texts in lesson preparation. Giving teachers opportunities for professional development is essential to improving their comprehension and use of successful teaching strategies and ensuring ongoing advancements in spoken instruction. In addition, promoting student interaction with a variety of multimodal texts can enhance their comprehension of language use. Future studies should investigate the long-term impacts of deliberate speaking instruction and multimodal learning approaches on language learners' overall speaking competency and fluency so as to contribute language learning strategies.

In conclusion, this thesis emphasizes how crucial it is to deliberately incorporate speaking skills into multimodal texts in order to improve language learners' capacity for effective communication.

Using a variety of methods within multimodal texts to encourage practice and active participation in learning environments is crucial to teaching language speaking effectively and eventually leading to improved understanding. For the purpose improve fluency and effectively navigate a variety of language-rich environments, it is advised that teachers and students actively interact with speaking-learning strategies incorporated into multimodal texts in the further development.

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TEACHING READING UNDER THE PARAMETERS OF ESP

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Reading is taken under the parameters of ESP because this is our field of study, so authors such as Alderson, C., et al. [1;57] says “The mayor quantity of information that a person receives is through reading, which is useful to improve the vocabulary and the rhetoric forms used in people’s profession. Nowadays, reading has been the base of the curricula of ESP” The goal of reading is to get information you need for specific or personal purposes, thus, reading comprehension evolves understanding and decoding a text or constructing through a process.

Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literary texts that represent “higher” forms of culture. This approach assumes that students learn to read a language by studying its vocabulary, grammar, and sentence structure, not by actually reading it. In this approach, lower level learners read only sentences and paragraphs generated by textbook writers and instructors. The reading of authentic materials is limited to the works of great authors and it is often reserved for upper level students who have developed the language skills needed to read them.

The communicative approach to language teaching has given instructors a different understanding of the role of reading in the language classroom and the types of texts that can be used in instruction. When the goal of instruction is communicative competence, everyday materials such as train schedules, newspaper articles, and travel and tourism Web sites become appropriate classroom materials, because reading them is a way where communicative competence is developed. Instruction in reading and reading practice become essential parts of language teaching at every level.[2;137]

Reading Purpose and Reading Comprehension

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer’s ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose for reading also determines the appropriate approach of reading comprehension. A person who needs to know whether she/he can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every appetizer listed. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. However, a person using a