

**HOW MULTISENSORY APPROACHES IMPROVE ENGLISH LANGUAGE
ACQUISITION**

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Annotation. Multisensory approaches are a methodology based on teaching by combining sight, hearing, movement, and sensory intuition. These approaches to English language learning help the student develop knowledge more in-depth and sustainable. Through multisensory techniques, it will be possible to learn new vocabulary and grammar not only by listening or reading, but also by seeing, writing, expressing and sensory experience. As a result, the learning process takes place with the participation of more sensory organs, and knowledge is strengthened and retained in long-term memory.

Key words: multisensory approach, English learning, intuition learning, language teaching methods, learning activation, memory and learning, multi-channel learning.

Аннотация. Мультисенсорные подходы — это методология, основанная на обучении путем объединения зрения, слуха, движения и сенсорной интуиции. Такие подходы к изучению английского языка помогают учащемуся развивать знания более глубоко и устойчиво. С помощью мультисенсорных техник можно будет изучать новую лексику и грамматику не только слушая или читая, но и видя, записывая, выражая и чувственный опыт. В результате процесс обучения происходит с участием большего количества органов чувств, а знания закрепляются и сохраняются в долговременной памяти.

Ключевые слова: мультисенсорный подход, обучение английскому языку, интуитивное обучение, методы обучения языку, активация обучения, память и обучение, многоканальное обучение.

Annotatsiya. Multisensorli yondashuvlar — ko‘rish, eshitish, harakat va hissiy sezgilarni birlashtirib ta’lim berishga asoslangan metodikadir. Ingliz tilini o‘rganishda bu yondashuvlar talabning bilimni chuqurroq va barqarorroq o‘zlashtirishiga yordam beradi. Multisensorli metodlar orqali yangi so‘z va grammatikani nafaqat eshitish yoki o‘qish, balki ularni ko‘rish, yozish, ifodalash va hissiy tajriba orqali o‘zlashtirish mumkin bo‘ladi. Natijada, o‘rganish jarayoni ko‘proq sezgi organlari ishtirokida amalga oshib, bilim mustahkamlanadi va uzoq muddatli xotirada saqlanadi.

Kalit so‘zlar: multisensorli yondashuv, ingliz tili o‘rganish, sezgilar orqali o‘rganish, til ta’limi metodlari, o‘rganish jarayonini faollashtirish, xotira va ta’lim, ko‘p kanalli o‘rganish.

INTRODUCTION

The complexity of language, whether spoken or written, has led to high demand for teaching and learning English in today's globalized world. The need for English language learning has created a demand for quality teaching materials and resources around the world. Language learning is now seen as a form of communication between users and learners. Nevertheless, some institutions in

Uzbekistan still rely on the Grammatical Translation Method (GTM), which leads to the acquisition of vocabulary, grammar, and reading skills, but the ability to speak remains undeveloped. To solve this, teachers are recommended to use the methodology of teaching communicative language. This paper identifies the factors that deter teachers from implementing this approach and highlights the importance of adherence to communicative language teaching in institutions as an effective method.

Today's education has changed over time. The demand for learning a second language is increasing year after year. Knowledge of foreign languages can open the doors of the world. In addition, there are several other reasons for learning a language. For example, someone wants to study abroad, or someone else wants to travel the world wide. This means that people need to know a language that they may be able to speak all over the world, for example, English is used for international communication in every corner of the world, to avoid language barriers. However, it is important to recognize the predominance of speech and its diverse impact on the language education system. Therefore, the communicative approach is a thoughtful and viable approach to language teaching and learning, as its main focus is on communication; and it increases the learner's communicative competence when using the target language (Brown, 1994, p.71). In other words, there are several ways to learn a second language; One of these is the Communication Approach, which can have a great beneficial impact on the learning process, which focuses on communication that helps to communicate in everyday life. In addition, three ways to teach and learn a second language through the Communication approach: classroom interaction, appropriate methods for teaching communication skills, and psychological satisfaction from communicating.

Communication skills can be learned in a variety of ways, and students use methods and practical methods that show a clear direction. One of them is role-play, which is an innovative way of communication skills and a great way to learn communication skills quickly. There's a superpower in this way that everyone in the class has to participate in. If someone in the class is an introvert and can't fully express their opinion, it's easy to get them involved with a role-playing method. As Van Ments (1999) points out, the use of role-playing games in the classroom provides students with the opportunity to explore the behaviors, interactions, and different perspectives of different members of society (Cynthia, Deaton, Kristen, Catherine, & Jack, 2012). In fact, each student participates in role-playing techniques, which gives them more opportunities to assess their performance, vocabulary, and speaking skills. In addition, this method is useful for overall attendance such as students' behavior, ability, and endurance. In North Carolina, researchers Hilary Flint, Mark Meyer, Monir Hossain, and Melissa Klein (2017) conducted a study on the impact of role-playing style on their language learning, and found that 90% of students were satisfied with this style, which improved their speaking skills.

Another interactive way to teach is through films. A carefully collected collection of films and TV series is a wonderful teaching tool. In this way, students can pause, discuss, learn new vocabulary, phrases that affect the quality of speech, see as much as they want. In addition, if students discuss the behavior of the characters, they will listen to the opinion of their peers, thus starting a debate or discussion. As a result, they communicate with each other and use all their opportunities to provide convincing, beautiful answers. Bjork & Eschenbach (2014); Frank, (2013); Rodriguez and Puyal, (2012); Roell, (2010), based on MBML guidance, helped facilitate the learning process of students with steps to use films in the classroom and integrate speech for classroom activities. To put it more precisely, the training phases of the MBML instruction were implemented clearly

in four stages: before the show, before teaching, during the training and after the show (cited in Piyaporn & Inpin, 2020, p. 37).

The 21st century is the age of globalization with different opportunities, and we need to grow from it.

The idea that learning experienced through all the senses is helpful in reinforcing memory has a long history in pedagogy. From the earliest teaching guides (Montessori, 1912), educators have embraced a range of multi-sensory techniques in order to make learning richer and more motivating for learners. The term is used to refer to any learning activity that combines two or more sensory strategies to take in or express information. Multi-sensory approaches have been particularly valuable in literacy and language learning, for example, in relationships between sound and symbol, word recognition, and the use of tactile methods such as tracing on rough or soft surfaces.

ANALYSIS OF LITERATURE ON THE SUBJECT AND RESEARCH METHODOLOGY

The Department for Education and Skills (DfES) (2004) defines multi-sensory as: ‘using visual, auditory and kinesthetic modalities, sometimes at the same time’. Kinesthetic refers to perceiving through touch and an awareness of body movements. Teachers working with dyslexic learners have found multi-sensory approaches particularly valuable, as they help learners to make sense of information in a range of ways. Activities that harness all the senses are also an excellent way to include learners with disabilities. But we stray into a minefield if we try to classify learners into fixed visual, auditory or kinesthetic stereotypes and teach them accordingly.

As Coffield et al (2004) point out in a critical review of learning styles, there is insufficient evidence that such an approach is effective. Indeed, work with learners with learning disabilities focuses on developing all the senses as fully as possible, using techniques such as multi-sensory environments. Case studies in this area can be found on the website of the British Educational Communications and Technology Agency (BECTA). Effective teachers select and use the most appropriate approach for the learning task and the learners’ situation. In particular, multimedia resources can promote inclusive learning if accessibility features are built in. This can enable learners with hearing or visual impairments to use the same resources as others.

The works of Sweller (1999) and Mayer (2001) are of particular interest to those who develop multimedia resources. Sweller’s findings are relevant to those designing learning resources about technically challenging material. He advocates using worked examples, avoiding redundant information (to reduce cognitive load) and using auditory as well as visual information.

Carré et al. (2013) This study scientifically analyzed how empathy can be measured among adults. The authors have shown empathy not as a simple observation, but as a thoughtful reflection and action based on it. They substantiated the idea that empathy is closely related not only to intuition but also to thinking and social relationships. This source shows empathy as a complex multi-step process. Basically, it provides a scientific basis that empathy involves not only feeling, but also conscious analysis and action.

Mercer (2016) considers the role of empathy in the language learning and teaching process to be important. She describes empathy as a necessary tool for developing relationships by being aware of the minds and feelings of others.

Mercer points to empathy as an important psychological factor in social interactions and education. This allows empathy to be valued from a practical perspective — in the context of teacher-student interaction.

Krznaric (2014) describes empathy as an art, showing it as an active process based on the use of a person's imagination and emotions. She sees putting oneself in the shoes of others and feeling their experiences as the foundation of empathy. Krznaric's approach shows empathy not only in terms of scientific but also aesthetic and human values. His emphasis reveals the importance of empathy as a force that shapes social action, not just understanding.[1; 285,291-b]

ANALYSIS & RESULTS

The widely spoken and most widely communicated foreign language around the world is undoubtedly English. To communicate in this language requires the development of four skills, just like any other language. These skills are: Speaking, Listening, Writing and Reading. Grammar, Vocabulary and Pronunciation, which are considered aspects of the language, are also important. Most language learners focus more on the development of the other 3 abilities than Hearing Ability. Also, knowing and assessing the extent to which students understand this ability presents unique challenges. In reality, however, we as language learners begin to master a language primarily through the ability of hearing. Not only in terms of a foreign language, but also in terms of our native language, we first hear and then form our ability to communicate in it. If we pay attention, we listen to the conversation of people around us from our early childhood, first saying small syllables and then smaller words and, connecting them together, we move on to express ourselves, our thoughts.

Today, effective methods are sought in the field of education, and multisensory approaches attract special attention. A multisensory approach involves actively engaging students in the learning process through sight, hearing, movement, and sensory intuition. This method is especially effective in mastering English.

Multisensory learning is the perception of knowledge through multiple sensory channels. For example, not only hearing new words, but also seeing, writing, and pronouncing them goes into the process. These types of approaches are suitable for different learning styles of students and allow for long-term retention of knowledge.

Advantages of mastering English

1. Memory reinforcement: Knowledge gained through multisensory activity leaves more imprints on the brain. By seeing, hearing, and writing words, they are stored in solid memory.
2. Increase motivation: Lessons involving different intuitions will not be boring and will increase students' interest in learning a language.
3. Embracing different learning styles: Some learners learn well through hearing, while others learn well through sight or practical actions. The multi-sensor approach fits all of them.
4. Development of practical skills: Through actions (e.g., role-playing, dramas), it becomes easier to apply the language in practice.

Examples of multisensory methods

Visually: Use picture cards for new words.

Hearing: Voice play texts and practice pronunciation.

Action: Reinforce words through role-playing games, gestures, and action games.

Sensory Intuition: Linking language learning to emotional events, melodies, and personal experiences.

By mastering these multisensory learning opportunities and using their capabilities in innovative and pedagogically grounded ways, teachers can foster a dynamic and culturally responsive learning environment that helps students thrive in an interconnected and linguistically diverse world. Teaching foreign languages at universities that are not specialized in language implies the modernization of the educational process. Traditional lectures provide the passive role of the learner, who sits in the hall, listens to the teacher, and is sometimes able to ask questions. Alas, the lectures are often monotonous, and the students do not receive any express training. As for educational activities, they are focused on traditional and exam preparation. In this regard, the teacher needs to awaken students' interest in science and prepare high-quality research. The situation is further complicated by the need to overcome language barriers and integrate students into the European learning space as well as to attract representatives of different nationalities, especially the English-speaking world. This creates an additional challenge for a teacher working in a university that does not specialize in the language.

The effective use of multisensory learning in English language teaching offers many benefits for both students and teachers. Social media has the potential to transform the language learning experience, from enhancing interaction and communication to providing access to authentic materials and encouraging cultural perception. By applying this Multisensory Learning and harnessing its capabilities, teachers can create a dynamic, engaging, and culturally relevant English learning environment, allowing students to achieve language proficiency and cultural competence in an increasingly interconnected world.[2; 91,111-b]

CONCLUSION

In conclusion, Multi-Sensory Learning approaches involve the use of a variety of senses, such as sight, sound, touch, and movement, to engage students in learning. Thus, these strategies help students build stronger connections with the material, which makes it more accessible and easier to remember. This is especially useful for students with learning disabilities as it supports their personal strengths and addresses their weaknesses. Multisensory approaches will enhance English language learning and allow for more effective learning of knowledge. By involving different sensory organs, the students' activity increases, and the learning process becomes more natural and memorable. Therefore, the use of multisensory methods in modern English language teaching is of great importance.

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