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THE USE OF MULTIMODAL RESOURCES FOR THE INTENSIFICATION OF FOREIGN LANGUAGE LEARNING

The transformation of the educational paradigm in the digital era encourages researchers to seek new methods for intensifying the learning process based on the synergy of technology and linguistics. One of the most promising directions in this context is the implementation of a multimodal approach, which views communication not merely as a linear exchange of verbal utterances but as a complex architecture of interaction between various semiotic resources: gestures, proxemics, static and dynamic images, as well as complex audio accompaniment. It is multimodality that allows for overcoming the artificiality of classroom instruction

by creating conditions for an authentic foreign language environment where every sign contributes to the disclosure of the overall meaning (Колегаева, 2018, 99).

Cognitive Foundations of Learning Intensification

The effectiveness of foreign language acquisition directly depends on the cognitive quality of input processing. Traditional teaching methods often focus exclusively on the verbal channel, which leads to rapid depletion of working memory and cognitive fatigue due to the monotony of stimuli. Conversely, multimodal resources activate several sensory systems simultaneously, facilitating deeper data encoding. According to R. Mayer's Cognitive Load Theory, information presented in parallel through visual and auditory channels is assimilated significantly faster and more reliably, as these channels are processed by different brain structures, thereby preventing information "bottlenecks" (Mayer, 2020, 102).

In this case, intensification does not imply a mechanical acceleration of the teaching pace but rather a qualitative optimization of the comprehension and memorization process. For instance, the use of infographics while explaining complex grammatical structures (such as verb tenses or modality) allows students to visualize abstract linguistic rules, transforming them into concrete mental models and cognitive maps (Приходько, 2016, 67). This approach significantly reduces the time typically spent on monotonous drills and repetitive mechanical practice.

Pragmatic Potential of Multimodal Texts

In real life, a modern authentic text is almost always multimodal: from a short TikTok video to an extensive report in digital media. By working with such materials, students learn to decode pragmatic meaning and implicit subtexts not only from words but also from intonational patterns, speech tempo, background music, or visual metaphors. This is critical for the development of sociolinguistic competence, where understanding the context and cultural code becomes a decisive factor in selecting appropriate speech strategies in real-time (Потапенко, 2009, 15).

Furthermore, multimodality serves as a powerful trigger for increasing the intrinsic motivation and emotional intelligence of learners. Engaging interactive platforms (such as Kahoot for knowledge assessment, Quizlet for vocabulary, or Miro for collective brainstorming) transforms passive content consumption into active creative and intellectual activity. In this way, the student ceases to be a mere object of pedagogical influence and is transformed into a subject of communication, which automatically intensifies the process of language "appropriation" (Бровченко, Корольова, 2010, 44).

Methodological Recommendations and Challenges

Despite the obvious didactic advantages, the implementation of multimodal resources places high demands on the instructor's media competence and methodological flexibility. There is a risk that the uncontrolled use of video materials or vivid visualizations may lead to an undesirable "entertainment effect," where the external form completely dominates the linguistic content. The primary task of the educator is to maintain a strict balance: every non-verbal element must have a clearly defined methodological purpose—whether it is facilitating the

semantization of new vocabulary, illustrating a specific cultural background, or stimulating group discussion (Jewitt, 2014, 210).

Another vital aspect requiring attention is the development of the students' own multimodal literacy – their ability not only to consume but also to critically analyze and independently create complex multimodal messages. This not only intensifies direct language learning but also forms the soft skills necessary for successful professional self-realization in the modern globalized media space (Шевченко, 2005, 128).

In summary, it can be argued that the strategic use of multimodal resources is one of the most effective tools for the intensification of foreign language learning in higher education. This approach ensures the integrity and depth of educational material perception, activates latent cognitive resources of the brain, and allows for achieving a qualitatively higher level of language proficiency in a shorter period. The future of teaching methodology lies in the development of holistic multimodal training courses that are flexibly adapted to the highly specialized needs of future professionals.

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