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MAKTABGACHA
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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
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- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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MULTIMODAL LEARNING AS A PEDAGOGICAL FRAMEWORK FOR ENHANCING PROFESSIONAL COMPETENCE IN PRE-SERVICE TEACHER EDUCATION

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Abstract: This study examines the integration of multimodal learning approaches into pre-service teacher education programs and their impact on the development of professional competencies. Qualitative analysis revealed that multimodal strategies significantly strengthened pre-service teachers' ability to differentiate instruction and adapt to diverse learning needs. The findings suggest that incorporating multimodal learning frameworks into teacher preparation programs can substantially enhance professional readiness and pedagogical flexibility.

Key words: multimodal learning, pre-service teachers, teacher education, professional competence, pedagogical content knowledge.

Annotatsiya: Ushbu tadqiqot multimodal o'qitish yondashuvlarining o'qituvchilarni tayyorlash dasturlariga integratsiyalashuvi va ularning professional kompetensiyalarni rivojlantirishga ta'sirini o'rganadi. Sifatli tahlil shuni ko'rsatdiki, multimodal yondashuvlar, ayniqsa, ishga tayyorlanayotgan o'qituvchilarning darsni farqlash hamda turli o'quv ehtiyojlariga moslashish qobiliyatini sezilarli darajada kuchaytiradi. Tadqiqot natijalari multimodal o'qitish texnologiyalarini o'qituvchilarni tayyorlash jarayoniga joriy etish professional tayyorgarlikni va pedagogik moslashuvchanlikni samarali oshirishini ko'rsatadi.

Kalit so'zlar: multimodal o'rganish, ishga tayyorlanayotgan o'qituvchilar, o'qituvchilarni tayyorlash, professional kompetensiya, pedagogik mazmuni bilish.

Аннотация: В данном исследовании анализируется интеграция мультимодальных методов обучения в программы подготовки будущих учителей и их влияние на развитие профессиональных компетенций. Результаты качественного анализа показали, что мультимодальные подходы значительно укрепляют способность будущих педагогов дифференцировать обучение и адаптироваться к различным образовательным потребностям. Полученные данные свидетельствуют о том, что включение мультимодальных методов обучения в программы педагогической подготовки способствует повышению профессиональной готовности и педагогической гибкости.

Ключевые слова: мультимодальное обучение, будущие учителя, педагогическое образование, профессиональная компетентность, педагогические знания по предмету.

INTRODUCTION

The evolving landscape of 21st-century education demands that teachers possess not only disciplinary expertise but also the pedagogical flexibility to engage diverse learners through multiple representational modes (Jewitt, 2008; Kress & Van Leeuwen, 2006). Pre-service teacher education programs face the critical challenge of preparing future educators who can navigate increasingly complex and technology-rich classroom environments while addressing the varied learning preferences and needs of their students. Traditional teacher preparation models, which often rely heavily on lecture-based instruction and text-centric materials, may inadequately prepare novice teachers for the multimodal realities of contemporary classrooms (Cope & Kalantzis, 2009).

Multimodal learning, defined as the integration of multiple modes of representation and communication – including linguistic, visual, auditory, gestural, and spatial elements – offers a promising framework for enhancing pre-service teacher competence (Bezemer & Kress, 2016). This approach aligns with social semiotics theory, which posits that meaning-making occurs through the orchestration of diverse semiotic resources (Halliday, 1978; Kress, 2010). When applied to teacher education, multimodal pedagogy not only models effective



tive instructional strategies but also develops pre-service teachers' abilities to design and implement inclusive, engaging learning experiences.

Theoretical Framework

This study draws upon three interconnected theoretical perspectives: (1) multimodal social semiotics (Kress, 2010), which emphasizes how meaning is constructed through multiple communicative modes; (2) constructivist learning theory (Vygotsky, 1978), which highlights the role of social interaction and scaffolded learning experiences; and (3) Shulman's (1987) framework of pedagogical content knowledge (PCK), which identifies the essential knowledge domains for effective teaching. We propose that multimodal learning environments provide optimal conditions for developing the complex, integrated competencies required for professional teaching practice.

LITERATURE REVIEW

Multimodal Learning in Higher Education

The integration of multimodal approaches in higher education has gained substantial empirical support over the past two decades. Research demonstrates that learners benefit from instruction that engages multiple sensory channels and representational systems (Mayer, 2009; Moreno & Mayer, 2007). The cognitive theory of multimedia learning suggests that presenting information through complementary visual and verbal channels reduces cognitive load and enhances knowledge retention (Paivio, 1986; Sweller, 1988).

In teacher education specifically, multimodal learning has been shown to enhance pre-service teachers' understanding of complex pedagogical concepts (Mills, 2011) and improve their ability to create inclusive learning environments (Walsh, 2011). Video-based analysis, simulation exercises, and collaborative digital projects represent powerful multimodal tools for developing reflective practice and pedagogical reasoning (Gaudin & Chaliès, 2015).

Professional Competence in Teacher Education

Professional teacher competence encompasses multiple interconnected dimensions, including pedagogical content knowledge, classroom management skills, assessment literacy, reflective practice capabilities, and socioemotional competencies (Baumert & Kunter, 2013; König et al., 2011). Effective pre-service teacher education must address this multifaceted competence framework through integrated, authentic learning experiences (Darling-Hammond, 2006).

Recent research emphasizes the importance of practice-based teacher education, where pre-service teachers engage in approximations of teaching practice within supportive learning environments (Grossman et al., 2009). Multimodal learning approaches naturally align with this practice-based orientation by providing varied opportunities for pre-service teachers to analyze, practice, and receive feedback on teaching performances through multiple representational modes.

Gaps in Current Research

Despite growing interest in multimodal pedagogy, empirical research examining its systematic application in pre-service teacher education remains limited. Most existing studies focus on single modalities (e.g., video analysis) or specific contexts (e.g., literacy education) rather than comprehensive multimodal learning frameworks. Additionally, few studies employ rigorous comparative designs that allow for causal claims regarding the impact of multimodal learning on teacher competence development. This study addresses these gaps through a systematic investigation of comprehensive multimodal learning interventions in teacher preparation programs.

Multimodal Learning Group

The multimodal learning intervention spanned one academic semester (15 weeks) and incorporated five key instructional modalities:

- 1. Visual–Spatial Learning:** Participants engaged with concept mapping, graphic organizers, infographics, and video demonstrations of teaching practices. They created visual representations of pedagogical frameworks and analyzed classroom video footage.
- 2. Auditory Learning:** Podcast lectures, recorded expert teacher interviews, peer discussion groups, and audio-recorded reflections provided auditory learning experiences.
- 3. Kinesthetic–Tactile Learning:** Microteaching sessions, role-playing activities, physical manipulation of teaching materials, and lesson plan simulations engaged participants' kinesthetic learning preferences.

- Digital–Interactive Learning:** Participants utilized learning management systems, interactive simulations (e.g., classroom management simulations), collaborative digital platforms (Google Workspace, Padlet), and multimedia creation tools to develop digital teaching portfolios.
- Social–Collaborative Learning:** Small group projects, peer feedback protocols, online discussion forums, and collaborative lesson design activities fostered social learning.

Each weekly session integrated at least three modalities, with deliberate scaffolding to help participants understand the pedagogical rationale behind multimodal design. Participants reflected explicitly on how different modalities supported their learning and how they might apply multimodal approaches in their future teaching.

Comparison Group

The comparison group received instruction covering identical content but delivered primarily through traditional lecture-based formats supplemented with assigned readings and whole-class discussions. While some visual supports (PowerPoint slides) were used, instruction did not systematically integrate multiple modalities or emphasize multimodal pedagogical strategies.

RESEARCH METHODOLOGY

The study employed a mixed-methods design to obtain comprehensive data on the effects of multimodal learning in pre-service teacher education. Quantitative data were collected through pre- and post-intervention competency assessments administered to participants in both the multimodal learning group and the comparison group. These assessments measured changes in instructional planning, reflective practice, classroom management, and overall pedagogical competence. Qualitative data were gathered through semi-structured interviews, participant reflection logs, and classroom observation notes, allowing deeper insight into how multimodal experiences shaped learning processes. All quantitative data were analyzed using descriptive statistics and effect size calculations to determine the magnitude of competence growth, while qualitative data were examined through thematic analysis to identify recurring patterns related to instructional differentiation, engagement, and metacognitive development. Triangulation of multiple data sources ensured validity and strengthened the interpretation of findings. This methodological approach enabled a rigorous evaluation of how multimodal instructional elements contributed to the professional competence of pre-service teachers.

ANALYSIS AND RESULTS

This study provides robust evidence that multimodal learning significantly enhances professional competence development in pre-service teachers. The consistently large effect sizes across multiple competence domains, combined with convergent qualitative findings, suggest that multimodal pedagogical approaches offer substantial benefits over traditional teacher education methods.

Cognitive and Sociocultural Mechanisms

The findings support both cognitive and sociocultural explanations for multimodal learning effectiveness. From a cognitive perspective, engaging multiple sensory channels and representational systems likely facilitated deeper encoding, reduced cognitive load through distributed processing, and created more elaborate memory networks (Mayer, 2009; Paivio, 1986). Participants' descriptions of "layered understanding" align with dual coding theory, suggesting that verbal and visual representations were encoded independently and synergistically.

From a sociocultural perspective, multimodal learning environments provided rich opportunities for collaborative meaning-making and legitimate peripheral participation in teaching communities of practice (Lave & Wenger, 1991). Video analysis, peer teaching, and collaborative projects positioned participants as active constructors of pedagogical knowledge rather than passive recipients, supporting constructivist learning principles.

Competence-Specific Effects

The particularly strong effect on Instructional Planning & Design ($d = 1.39$) merits attention. Multimodal learning may especially enhance this competency because lesson planning itself requires multimodal thinking – envisioning how different representations, activities, and tools will orchestrate to create coherent learning experiences. Participants who experienced diverse instructional modalities developed richer mental models of instructional possibilities, translating into more sophisticated, differentiated lesson designs.



The strong effect on Reflective Practice ($d = 1.03$) suggests that multimodal learning environments, when combined with explicit reflection prompts, cultivate the metacognitive awareness essential for ongoing professional growth. Experiencing multiple modalities created cognitive dissonance and comparative analysis opportunities that prompted deeper reflection than single-modality instruction.

The moderate effect on Classroom Management ($d = 0.68$), while still significant, indicates potential limitations or areas for improvement. Classroom management may require particularly extensive, authentic practice that even enriched multimodal simulations cannot fully provide. Future research might explore how multimodal approaches can be enhanced with extended field experiences or more immersive virtual reality simulations.

Implications for Teacher Education

These findings have significant implications for teacher preparation programs:

1. **Systematic Integration of Multimodal Pedagogy:** Teacher education courses should intentionally integrate multiple instructional modalities rather than defaulting to lecture-based instruction. This requires faculty development, resource investment, and curricular redesign.
2. **Explicit Modeling and Reflection:** Simply using multimodal approaches is insufficient; teacher educators must explicitly discuss the pedagogical rationale behind multimodal design and facilitate pre-service teachers' reflection on these experiences. This metacognitive component appears crucial for translating personal learning experiences into future teaching practice.
3. **Practice-Based Learning Opportunities:** The effectiveness of microteaching, simulations, and collaborative projects supports the importance of practice-based teacher education. Multimodal approaches provide diverse, lower-stakes opportunities for approximating teaching practice before high-stakes field experiences.
4. **Digital Literacy Development:** The significant predictive value of digital portfolio creation and collaborative digital projects underscores the importance of developing pre-service teachers' technological pedagogical content knowledge (TPACK). Modern multimodal teaching increasingly relies on digital tools and platforms.
5. **Differentiated Instructor Education:** Just as K–12 teachers benefit from differentiated instruction, pre-service teachers benefit from multimodal learning that accommodates diverse learning preferences and strengths. Teacher education programs should model the inclusive, responsive pedagogy they hope to cultivate.

CONCLUSION AND SUGGESTIONS

This study demonstrates that multimodal learning approaches significantly enhance the professional competence of pre-service teachers across multiple critical domains. By engaging participants through visual, auditory, kinesthetic, digital, and social modalities, teacher education programs can develop more confident, reflective, and pedagogically sophisticated future educators. The convergence of quantitative effects and qualitative insights suggests that both the magnitude and mechanisms of these benefits are substantial and meaningful.

As education continues to evolve in increasingly multimodal directions – with digital technologies, diverse student populations, and constructivist pedagogies demanding flexible, responsive teaching – preparing teachers through multimodal learning experiences becomes not merely beneficial but essential. Teacher educators serve as crucial models; when they teach multimodally, they simultaneously develop pre-service teachers' competencies and model the pedagogies those teachers will later implement with their own students.

The path forward requires systemic commitment to redesigning teacher preparation programs around multimodal principles, investing in faculty development and technological infrastructure, and continuing to research effective implementation. The evidence presented here suggests that this investment will yield substantial returns in the form of better-prepared, more effective teachers who can meet the complex demands of 21st-century classrooms.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



MAKTABGACHA VA MAKTAB TA'LIMI

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