

MULTIMEDIA IN FOREIGN LANGUAGE TEACHING WITH PRIMARY LEARNERS

Turakulova Umida Akmaljon qizi

The student of Jizzakh Pedagogical University

Email: turakulovaumida818@gmail.com

+998903101734

Abstract. This article explores the significant role and effective integration of multimedia resources in the foreign language learning process, specifically for primary school learners. It examines how various multimedia tools can enhance engagement, facilitate comprehension, and promote interactive learning experiences, thereby improving language acquisition outcomes for young students. The paper discusses the benefits, challenges, and practical applications of multimedia in fostering a dynamic and stimulating environment for early foreign language education.

Keywords: multimedia, teaching, technology, communication, information, educational, professional, motivation.

Under the conditions of globalization and integration which have become necessary elements of our sociol-cultural and economic life the educational system of every country, especially of that is the member of the Bologna Union, needs to be reconsidered and new ways of teaching techniques are needed to be developed and utilized. Mainly it refers to foreign language teaching as far as globalization of education and the development of international programs, grants and educational projects make the knowledge of a foreign language a core point for many exchange students and researchers in order to integrate into both local and international society. Thus, foreign language teachers face the problem how efficiently and productively to teach students foreign languages. The focus of the given paper is the role of multimedia in adult learning, specifically in formal and non-formal education. The article is based on observation of foreign language teachers and researchers' of multimedia in practice in foreign language teaching.

In the modern methodology of teaching foreign languages, the use of multimedia technologies plays a significant role. What is multimedia? Multimedia is a set of software and hardware that implements the processing of information in sound and visual forms. Multimedia is designed to carry sound, data and images over local, regional and wide area networks. Graphics, animation, photo, video, sound, text in an interactive mode of operation create an integrated information environment in which the user acquires qualitatively new opportunities. The technological capabilities of multimedia tools are great, because they allow you to organize a variety of learning activities for students, significantly increase the effectiveness and motivation of learning. There are various options for using information and communication technologies both in separate lessons in a foreign language and throughout entire courses. Multimedia can be defined as the exciting combination of computer hardware and software that allows you to integrate video, animation, audio, graphics, and test resources to develop effective presentations on an affordable desktop computer.

The method of teaching a foreign language through multimedia has been used wider and wider and it has contributed a lot to higher teaching quality. Chalk-and-Talk

teaching method is not enough to teach a foreign language effectively. We should change our teaching ideas and recognize their impersonal attribute as one kind of teaching method. Thus we can utilize modern education technology reasonably to fulfill the target of language teaching. We live in times where multimedia tools accompany almost everyone in their daily activities, e.g. one can get ready to leave home with the rhythm of the music on the radio, while another person cannot imagine breakfast without reading a newspaper. This illustrates the media's enormous impact on people. It seems to be more enjoyable when knowledge is gained through multimedia tools: entertainment, language authenticity, and encouragement to learn more are provided. Consequently, boredom, which sometimes accompanies working with a course book during lessons, might be avoided. Of course, everything depends on the teacher's attitude and preparation. What is more convincing, is the fact that all the skills may be taught with the use of multimedia tools. Moreover, they may satisfy all types of learners, which is not always possible during teaching with a course book.

The web pages that offer different activities for students are considered to be very valuable as a source for different:

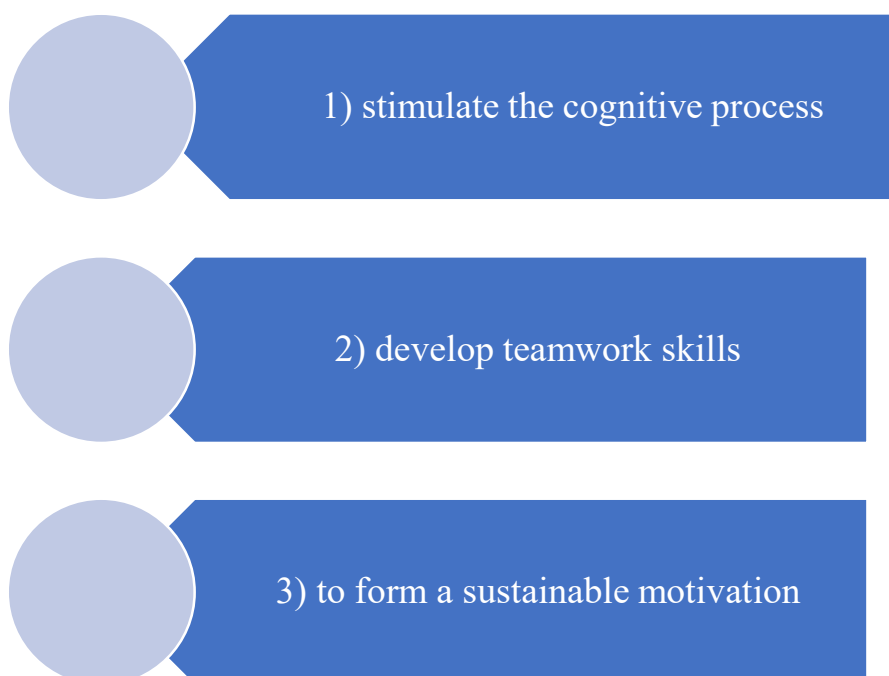
- grammar exercises
- comprehension reading exercises
- writing of abstracts and letters
- solving puzzles
- vocabulary learning through recipes, fashion and sport articles
- information on studying abroad
- searching for jobs or for a certain product
- translation between languages and many more.

The functions of multimedia tools used in foreign language lessons multimedia tools generate various functions in the classroom environment: 1) integrate different types of information (text, sound, video, etc.) and present it, affecting the different human senses; 2) stimulate the cognitive process; 3) implement interactive interaction with the learner; 4) individualize the learning process; 5) organize group work in multimedia environments; 6) develop teamwork skills; 7) to form a sustainable motivation; 8) create conditions as close to reality as possible for developing the educational and professional skills.

Research indicates that teachers use multimedia images, imagination, and language to create a comfortable learning environment for primary school students, fostering their creative thinking through interactive engagement. Learning in such an environment significantly improves students' academic performance. According to this teaching method, multimedia presentations, cheerful music, a positive learning atmosphere, and an enjoyable mood effectively enhance young students' cognitive abilities. Multimedia-based teaching typically allows students to learn at their own pace and according to their interests, promoting independent thinking and

creative learning. Students can select learning materials based on their interests, explore specific problems, and generate new ideas and perspectives.¹³⁷

The functions of multimedia tools used in foreign language lessons



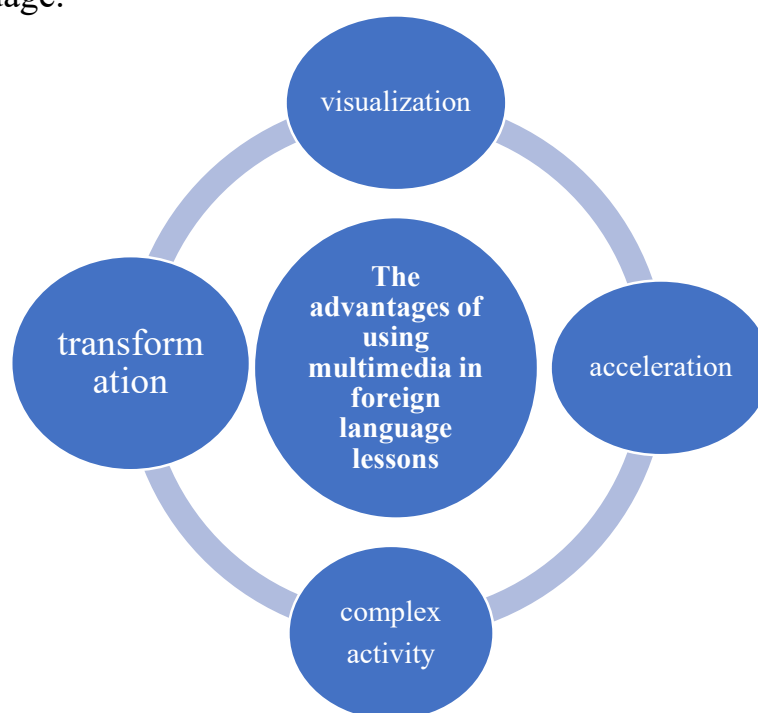
1-rasm.

Why would any teacher want to use multimedia materials in the classroom? With the availability of improved technology, teachers who saw themselves as —hip, cool, and hi-tech quickly incorporated the new tools, correctly perceiving that slick multimedia presentations have a certain amount of entertainment value for learners. “The use of video in the classroom also provided extra stimulation and photocopiers (or Xerox machines as they used to be known) allowed content to be quickly reproduced and distributed” (Chin Paul, 5). Several studies show that computer-based multimedia can improve learning and retention of material presented during a class session or individual study period, as compared to —traditional lectures or study materials that do not use multimedia. The potential pedagogical value and rationale for using classroom media in these three points are as follows: To raise interest level – students appreciate (and often expect) a variety of media. To enhance understanding – rich media materials boost student comprehension of complex topics, especially dynamic processes that unfold over time. To increase memorability – rich media materials lead to better encoding and easier retrieval Relationship between Multimedia and Language Teaching. The most common function of multimedia and internet is to assist the teacher their association is as follows.

¹³⁷ “JOURNAL OF SCIENCE-INNOVATIVE RESEARCH IN UZBEKISTAN” JURNALI VOLUME 03, ISSUE 05, 2025. MAY

In the process of learning foreign languages in modern secondary schools, lighting and sound engineering devices are traditionally used. But now new information technologies have come to school: a computer, a multimedia textbook, the Internet, an electronic educational resource.¹³⁸

Promote Interaction between Teachers and Students the use of multimedia to carry out discovery, discussions and instructions to change the role of teacher in teaching and arrange students to participate appropriately; educators change from the messenger of informational instruction to the operator of instruction. Help Teachers to teach suitably the use of multimedia enables the teachers to have more flexibility and change while teaching and the development of multimedia enables the teachers to understand the learning types and differences of students when while teaching. Promote Students' Study Capacity the learners can practice themselves through multimedia repeatedly to train their ability to react and this is not restricted by time and space; therefore, they could learn by themselves to obtain limitless learning capacity besides the limited teaching time. Blend the Multimedia Design with diverse Teaching Materials. Multimedia could combine the picture, animation, sound, and text to assist learners, where the picture or animation could offset the deficiency of text and sound could allow the learners to experience the real scenario, which is favourable to the learning of language.



2-rasm.

Multimedia as teaching material presents a new method in educational process in Croatia's schools. These educational packages consist of different forms of knowledge. Depending on their design, they can be used for several class periods, for one semester or for even an entire school year. On one hand, these packages make teachers' job easier, especially for the teachers working in dislocated schools, but on the other hand, they require special computer equipment, computer literacy of teachers

¹³⁸ Scientific and Technical Journal of Namangan Institute of Engineering and Technology, Vol. 1 [2019], Iss. 1, Art. 37

as well as students, and great motivation. Multimedia packages combine different thematic areas: the main theme, i.e., the context on which the language learning is based upon, grammar, written and spoken communication. Teachers also need to include multimedia packages in their lesson micro plans, and then decide on the class type, plan the topic and domain of the material that will be covered, time needed to complete the assignments, the main objectives of the class, testing, and other. Usage of the multimedia packages requires certain teaching aims to be satisfied:

- ✓ educational – acquisition of the new;
- ✓ behavioral – learning good manners, communication, motivation, self-perception, self-responsibility;
- ✓ functional – fine-tuning of reasoning, practicing memorizing, observing, and drawing skills.

Contemporary methodology has an accent on the usage of different forms of teaching believing that it brings the best effects, and thus suggests the combination of frontal, group, pair and individual work. If multimedia is adequately included in such a teaching, it gives extremely good results.

Reference

1. "JOURNAL OF SCIENCE-INNOVATIVE RESEARCH IN
2. UZBEKISTAN" JURNALI VOLUME 03, ISSUE 05, 2025. MAY
3. Scientific and Technical Journal of Namangan Institute of Engineering and Technology, Vol. 1 [2019], Iss. 1, Art. 37
4. Mayer, R. E. (2009). Multimedia Learning (2nd ed.). Cambridge University Press.
5. Berk, R. A. (2009). "Multimedia Teaching with Video Clips: TV, Movies, YouTube, and mtvU in the College Classroom." International Journal of Technology in Teaching and Learning, 5(1), 1–21.
6. Hasanov, J. (2021). Multimedia vositalari orqali boshlang'ich sinflarda chet tilini o'qitish. Toshkent: O'qituvchi.
7. Ministry of Public Education of Uzbekistan. (2020). Chet tillarni o'qitish metodikasi bo'yicha o'quv dasturi.

Internet Resources

1. [file:///C:/Users/admin/Downloads/408%20\(3\).pdf](file:///C:/Users/admin/Downloads/408%20(3).pdf)
2. <https://journals.lub.lu.se/sjrs/article/view/24967>
3. https://www.researchgate.net/publication/376358326_Multimedia_in_foreign_language_teaching
4. <https://namdu.researchcommons.org/cgi/viewcontent.cgi?article=1036&context=journal>