

How to Make an Effective Lesson with Multimedia

Norqulova Muqaddas Baxriddinovna

An intern researcher of Nukus State Pedagogical Institute named after Ajiniyaz.

Abstract: *The article focuses on multimedia; its effective ways of teaching English, improving four language skills, giving motivation and expanding pupil's vocabulary base. The purpose of this article is using multimedia to determine EFL's pupils' comprehension for learning new words whether increase or not by the help of ICT. In addition to this, showing multimedia's contribution for achieving the aim of the lesson, developing learning process, making a good atmosphere between pupils and a teacher with interactive activities.*

Keywords: Information and communication technology (ICT), multimedia, English as a foreign language (EFL), language skills, interactive activities, learning process, instructional approach, and motivation.

Introduction

In a pandemic period the society knows the most important roles of ICT, as well as Zoom platform is considered the most downloaded programmer. Schoolchildren watched online lessons on TV, teachers hold lessons on telegramme, and pupils did homework and sent them by internet. Parents tried to supply every need of their children internet, tablets, mobile phones, laptops to continue their education just sitting at home not doing any useful job. There are a lot of ICTs to make teacher's job easier, to make an interactive way of teaching. But we avoid of counting them in detail, the article is based on one type of ICT, it is multimedia. Multimedia is a form of communication that combines different content forms such as text, audio, images, animations, or video into a single presentation, in contrast to traditional mass media, such as printed material or audio recordings. Popular examples of multimedia include video podcasts, audio slideshows, animated shows, and movies. From multimedia learning (MML) theory, David Roberts has developed a large group lecture practice using PowerPoint and based on the use of full-slide images in conjunction with a reduction of visible text (all text can be placed in the notes view' section of PowerPoint) [1]. The method has been applied and evaluated in 9 disciplines. In each experiment, students' engagement and active learning have been approximately 66% greater, than with the same material being delivered using bullet points, text, and speech, corroborating a range of theories presented by multimedia learning scholars like Sweller and Mayer [2].

In addition to this, there are five different multimedia which supports the education process are narrative media, interactive media, communicative media, adaptive media, and productive media. Contrary to long-standing belief, multimedia technology in social work education existed before the prevalence of the internet. It takes the form of images, audio, and video into the curriculum.

First introduced to socio work education by Seabury & Maple in 1993 [3], multimedia technology is utilized to teach social work practice skills including interviewing, crisis intervention, and group work. In comparison with conventional teaching method, including face-to-face courses, multimedia education shortens transportation time, increases knowledge and confidence in a richer and more authentic context for learning, generates interaction between online users, and enhances understanding of conceptual materials for novice students.

In an attempt to examine the impact of multimedia technology on students' study, A. Elizabeth Cauble & Linda P. Thurston [4] conducted a research in which Building Family Foundations (BFF), an interactive multimedia training platform, was utilized to assess social work students' reactions to multimedia technology on variables of knowledge, attitudes, and self-efficacy. The results state that respondents show a substantial increase in academic knowledge, confidence, and attitude. Multimedia also benefits students because it brings expert to students online, fits students' schedule, allow students to choose courses that suit them.

Mayer's Cognitive Theory of Multimedia Learning suggests, "People learn more from words and pictures than from words alone." [5] According to Mayer and other scholars, multimedia technology stimulates people's brains by implementing visual and auditory effects, and thereby assists online users to learn efficiently. Researchers suggest that when users establish dual channels while learning, they tend to understand and memorize better. Mixed literature of this theory are still present in the field of multimedia and social work.

Materials and methods

The study was done at secondary school including 9th grade pupils in Muynak, the Republic of Uzbekistan. The total number of pupils is 50 for participating experiment; we divided them into two groups: A and B groups. English lesson was hold as usual for A group, B group was an experiment group, so several interactive methods were used in this group for developing their

language skills. The study consists of two stages: *at first stage* we determine their level for EFL, taking grammar, vocabulary tests for each group and they wrote an essay about “Internet-its influence to the society”. We took into considerations their weak points to the grammar and vocabulary usage how well they used words correctly, accurately. The number of pupils and their level for English language pre-experiment is shown. The purpose of the study is to improve their vocabulary base, enlarge their out looking, and develop their perspective on Grammar. *At second stage* is based on the analysis and synthesis of experimental work on the use of multimedia on the lessons of a foreign language, assessment of multimedia as a means of improving the efficiency of the process of teaching a foreign language. The basis of this experiment is certainly school curriculum, using Pupil’s book and teacher’s book but in another way showing Power point slides every lesson, short conversation videos, funny cartoons and songs. Lovely songs are always memorable and attract attention of pupils to the lesson.

Data analysis

To determine the language skill levels of the two groups before starting the study, a pre-test was applied. Table (1) shows the results:

Pre-experiment Table 1

| Groups | Pre-intermediate | Intermediate | Upper- intermediate |
|--------|------------------|--------------|---------------------|
| A | 11 | 8 | 6 |
| B | 9 | 9 | 7 |

As you see in Table 2, at group A, we use usual traditional lesson. At the end of the study shows that the number of pupils and their levels didn’t change. They neither improve nor fall. At group B, the number of pre-intermediate level pupils is decreasing; intermediate and upper-intermediate pupils’ numbers are increasing.

Post-experiment Table 2

| Groups | Pre-intermediate | Intermediate | Upper-intermediate |
|--------|------------------|--------------|--------------------|
| A | 11 | 8 | 6 |
| B | 4 | 11 | 10 |

Experiment Group B: Before experiment taking place, the number of pre-intermediate level was 9, post-experiment it fell to 4. Intermediate pupils were 9, it increased to 11, and the total numbers of upper-intermediate level was 7, it changed to 10 after the experiment finished. In this experiment we determined that using multimedia makes pupils more active, joyful do activities with pleasure. Pupils are very interested in learning English anytime with different methods, especially if there are ICTs; it is one of their favorite subjects, nevertheless as a guide, pedagogue, and a mentor teacher’s duty is not decreasing their interest to the foreign language. While experiment took place, we noticed that passive pupils showed their interests to the lesson, took part in discussing, debating, wanted to say their opinions to the issue. During the study songs were used twice as a warm-up in the beginning and for relax in the middle of the lesson. New theme is taught with Power-point slides; new words were given with pictures, actions. Short videos and funny cartoons were shown based on the theme. Active pupils digest the new information easily with images, freely and fluently expressed their views, and took an active part in the exercises. Interactive games also used for checking their comprehension about new theme.

Result

The results state that respondents show a substantial increase in academic knowledge, confidence, and attitude. Multimedia also benefits students because it brings interests to language learning. Its voice, images, actions give pleasure during lessons. Pupils even didn’t notice how fast 45 minutes passed. The study includes two months. During experimental lessons the student’s level of success should be commensurate with his or her level of activity. If the language brings joy to the student, the activity increases [6]. Otherwise, there will be delays and interest will fade. It was observed that the children’s interest and activity

in the lesson increased. They have learned to use many new words correctly according to grammatical rules, to use words correctly according to phonetic rules, and to have more confidence in speaking a foreign language. Through the teacher's motivation in the classroom, students easily overcame the learning challenges that arise in the classroom.

Discussion

The term multimedia was coined in 1966, since then, multimedia has been used in all spheres of society, in education, information and communication technologies, architecture, medicine, entertainment programs. We believe that in the near future multimedia will be further developed and expanded, and its effectiveness will be studied more widely by scientists.

Conclusion

In this paper, we aim to investigate how useful multimedia to improve pupil's interests to language learning process. It is more effective to teach vocabulary with videos, slides, songs than direct learning the meaning of words through reading texts and looking up dictionaries. Teens who participated the experiment, they are young generations of XXI century, are grown up with using ICTs, in our opinion it is difficult to achieve their interest with simple, usual traditional lessons. Pupils wanted to get some new facts, information, methods, techniques, games from their facilitator, and mentor not from lecturer. For this reason ICT and multimedia is good assistant for English teaching and learning process.

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