

A Model for Teaching English To A1 Level Students Through Multimedia

Zarlikov Ikram Batirbaevich

Doctoral student, Karakalpak State University named after Berdakh, Nukus, Uzbekistan

Received: 27 February 2025; **Accepted:** 23 March 2025; **Published:** 26 April 2025

Abstract: This paper introduces a structured and systematic model for teaching English to A1 level students through multimedia technologies. Designed to enhance media literacy and communicative competence, the model comprises five interrelated blocks—target, theoretical-methodological, content, organizational-functional, and result-diagnostic. It emphasizes pedagogical principles such as activity-based learning, personal orientation, and competence development, and unfolds across four stages: motivational, theoretical, practical, and reflexive-evaluative. The model integrates diagnostic tools and feedback loops to align media resources with learners' interests and real-life contexts, thus ensuring continuous engagement. Multimedia tools like mobile apps, online discussions, and digital simulations are employed to cultivate creativity, critical thinking, and independent learning. This approach not only supports language acquisition but also develops learners' emotional engagement and motivation, ensuring effective and sustainable educational outcomes in a digital age.

Keywords: Critical thinking, cognitive activity, multimedia, media literacy, communicative skills, media culture, self-observation, motivational stage.

Introduction: In the contemporary educational landscape, media technologies have become indispensable tools for enhancing language instruction at the A1 level. The methodology of using media in teaching English to beginner students integrates a systematic model that fosters media literacy and communicative competence. This model is structured around several interrelated blocks—target, theoretical and methodological, content, organizational and functional, and result diagnostic—which together ensure a scientifically grounded and flexible approach. Key pedagogical principles such as activity, person orientation, and competency are implemented through clear stages of motivational, theoretical, practical, and reflexive evaluative learning. By diagnosing students' interests and linking instructional materials to real life contexts, teachers can select media resources that resonate with learners and maintain high levels of engagement. Practical application of multimedia, including mobile applications, online conferences, and interactive exercises, cultivates critical thinking, creativity, and communicative skills in authentic tasks.

Regular pedagogical diagnostics and feedback loops enable educators to monitor progress, adjust strategies, and foster a practice oriented independent learning environment. Ultimately, the methodology of leveraging media technologies in A1 English classes supports the development of motivation, autonomy, and a positive emotional attitude, leading to improved language proficiency and sustained learner interest.

In this work, the model means a certain image or variant of the process of developing students' media culture. It is necessary to comprehensively describe the organization of the model as a source of information in a scientifically based process of developing media literacy among students in comprehensive schools. Such a description should be predictive and serve as a means of feedback.

Analyzing the teaching process and interactions with students, A.V. Ignateva notes that media education assigns individual students to both the teacher and the system of training. Among them are the following:

- a system for diagnosing the interests and

development of a certain social group of students, a high level communication, and a methodical direction of training that determine the choice of a media education program;

- the connection of the material being studied to real life;
- educational and cognitive significance of the material used;
- the ability to use different types of motivation depending on the nature of educational and cognitive activity and the age of students;
- diagnostics of the effectiveness of the used methods and media-pedagogical technologies;
- implementation of media culture skills based on high activity of activity processes and their practical orientation;
- flexibility of the training system and a rapid response to events of regional and global importance;
- is to encourage students' initiative and the process of practice-oriented independent learning. [1; 91]

This model consists of the following blocks and components:

Target block – presents the purpose of the activity, i.e., the issue to develop the media literacy of students in the educational process.

Theoretical and methodological block – approaches to the organization of activity;

- active, systematic, person-oriented and competency principles;
- fairness, goal-orientation, repeatability, positive emotional attitude and integrativeness.

Content block - this reflects the content of state educational standards, pedagogical and psychological sciences, extracurricular activities, and independent

education.

Organizational and functional block. The stages for this are:

- organizational and methodical;
- theoretical preparation;
- practical preparation;
- reflexive-evaluation.

The pedagogical conditions are as follows:

- active use of media technologies and their types;
- introduction of a special course "Media Literacy";
- an optimal combination of collective, group and individual forms of work;
- duration and continuity of all stages of training;
- interaction of educational process subjects using media and technologies;
- pedagogical diagnostics and monitoring;

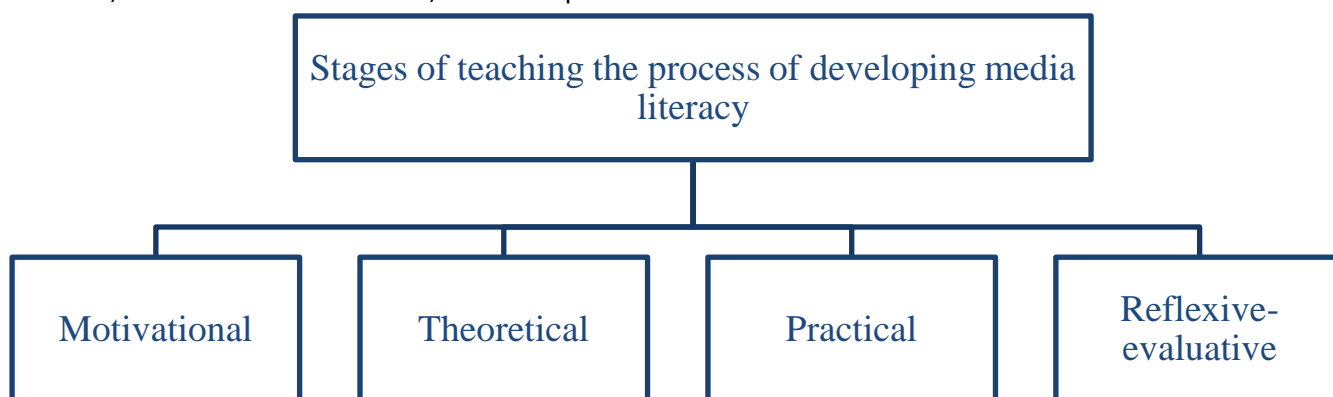
Result-diagnostic block. In this case, the diagnostic methods and tools are as follows:

- self-observation, analysis, comparison, generalization, application, evaluation, conversation, observation, questionnaire, question-and-answer, self-assessment, and reflexive understanding. [2; 276]

Media literacy is defined as the expected outcome of a highly developed professional personality.

The process of developing media literacy among students was selected in accordance with the purpose, content, methods, forms, and means of teaching.

It was determined that it would be implemented in four interrelated stages. (Figure 1)



The motivational stage is the formation of multifaceted and diverse motives for using media and carrying out work on creating one's own media product. [3; 5]

The theoretical stage is the development of critical

thinking and communicativeness skills in the process of forming knowledge in the field of media.

The practical stage is based on each professional activity, gaining experience in using media, forming

skills in this regard, developing critical, creative thinking and cognitive activity, and communicative skills.

The reflexive-evaluative stage is the development of skills for reflexive thinking and objective evaluation of activity results. This stage includes contextual learning elements of teaching methods and forms. [4; 174]

CONCLUSION

Modern media technologies allow the methods, that activate creative activity, to be implemented in new ways. Students can participate in discussions held not only in the classroom, but also virtually. Therefore, in foreign language classes, we must use various online services, mobile applications, and online resources to conduct video conversations and conferences with students. I consider it necessary to use modern media technologies in extracurricular time (facultative and stimulating exercises, interest classes, preparation for Olympiads and all types of foreign language competitions). This ensures the emotional mood of students, psychologically facilitates the process of mastering the material, allows to solve educational problems more successfully, to stimulate interest, and to increase students' motivation to learn a foreign language. As a result of using this work in foreign language lessons, students' knowledge activity increased, and their interest in studying this subject boosted.

REFERENCES

Ignatyeva A.V. From the experience of using media resources in the educational space of the pedagogical university// Electronic collection of articles by young scientists. - Taganrog, 2009. - pp.88-93.

Зарликов, И. (2024). Mechanisms of formation of speech skills on the basis of media technologies. Актуальные вопросы лингвистики и преподавания иностранных языков: достижения и инновации, 1(1), 274–277. <https://doi.org/10.47689/TOPICAL-TILTFL-vol1-iss1-2024-pp274-277>

Zarlikov, I. (2024). INTEGRATING MEDIA TECHNOLOGIES TO ENHANCE LEXICAL COMPETENCE IN A1 LEVEL LEARNERS. Ta'limda raqamli texnologiyalarni tadbiq etishning zamonaviy tendensiyalari va rivojlanish omillari, 34(1), 3-8.

<https://pedagoglar.org/index.php/01/article/view/4738>

Ikram Batirbaevich, Z. (2024). ENHANCING LANGUAGE LEARNING THROUGH MEDIA TECHNOLOGIES: A FOCUS ON ENGLISH EDUCATION FOR YOUNG LEARNERS. Ўзбекистон Республикасы Илимлер Академиясы Қарақалпақстан бөлімінің ХАБАРШЫСЫ, 1(3), 173–176. Retrieved from <https://academicsbook.com/index.php/FAA/article/vi>

[ew/531](#)

Зарликов И., Болтабоева А. Значение и эффективность новых технологий в обучении иностранному языку //Ренессанс в парадигме новаций образования и технологий в XXI веке. – 2022. – №. 1. – С. 184-185. <https://doi.org/10.47689/innovations-in-edu-vol-iss1-pp184-185>

Urazimbetova, G., & Aytbaeva, M. (2023). ENGLISH AND KARAKALPAK TOPONYMIC PHRASEOLOGICAL UNITS IN LINGUISTICS. Евразийский журнал академических исследований, 3(6), 200–202. извлечено от <https://www.in-academy.uz/index.php/ejar/article/view/16868> <https://www.doi.org/10.5281/zenodo.8023020>

Зарликов И., Айтбаева М. Media technologies in the english lesson as a technical tool and media education //Ренессанс в парадигме новаций образования и технологий в XXI веке. – 2023. – Т. 1. – №. 1. – С. 52-56.

<https://doi.org/10.47689/XXIA-TTIPR-vol1-iss1-pp52-56>

Zarlikov Ikram Batirbaevich. (2024). BRIDGING THEORY AND PRACTICE: ENHANCING LEARNING THROUGH MEDIA TEXTS IN THE CLASSROOM. Hamkor Konferensiyalar, 1(7), 235–240. Retrieved from <https://academicsbook.com/index.php/konferensiya/article/view/811>

<https://doi.org/10.5281/zenodo.14270212>

Zarlikov, I. (2024). The Content of Using Media Technologies in English Lessons for A1 Level Students. Conference Proceedings: Fostering Your Research Spirit, 523-526. <https://doi.org/10.2024/j4p2h142>