

## METHODOLOGY FOR USING MULTIMEDIA APPLICATIONS IN TEACHING ENGLISH TO PUPILS OF PRESCHOOL EDUCATIONAL ORGANIZATION

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### **Annotation:**

The article outlines a pedagogical methodology for the intentional and developmentally appropriate integration of multimedia applications in teaching English to preschool pupils. The core focus is on aligning digital tools with the developmental needs of young learners to optimize language acquisition.

**Keywords:** *pedagogical principles, age-appropriateness, multimedia applications, PPP model (presentation, practice, production), play-centric design, interactive storybooks, vocabulary builders, sing-along applications, communication simulators, linguistic goals.*

The contemporary educational landscape is inextricably linked with digital technologies. For preschool educational organizations, this presents a unique opportunity to revolutionize early language acquisition. Teaching English to young learners, aged 3 to 6, requires a specific approach that aligns with their developmental characteristics: short attention spans, a natural propensity for play, and a sensory-based learning style. Multimedia applications, when implemented through a carefully structured methodology, can transform the process of learning English from a formal lesson into an engaging, interactive, and highly effective adventure. Before selecting any application, educators must adhere to core pedagogical principles to ensure technology enhances rather than hinders learning. Multimedia applications must be a tool within the educator's arsenal, not a replacement for teacher-pupil interaction. The teacher remains the facilitator of learning, using the app as a catalyst for further communication, play, and real-world application.

It is needed to pay attention to the *principle of age-appropriateness* as well as content and interface must be tailored to preschoolers. This means simple Navigation such as large buttons, intuitive swipe or tap commands, and minimal text.

—high-quality visuals and audio: bright, clear graphics and authentic, native-speaker pronunciation.

—play-centric design: learning should be disguised as a game, with rewards, puzzles, and characters that children can relate to.

Adhering to health guidelines, multimedia activities should be short, typically 5-10 minutes per session, and integrated as a part of a larger lesson block that includes physical movement, hands-on activities, and social interaction. In addition to that, every use of an application must have a defined linguistic goal, such as recognizing colors, learning the names of animals, or understanding a simple greeting. The activity should be purposefully chosen to meet a specific objective from the curriculum.

**Methodological Framework: The PPP Model with a Multimedia Twist**

A well-established teaching model that fits perfectly with multimedia integration is the PPP model: Presentation, Practice, Production. This model can be effectively adapted.

1. Presentation (Introducing the Target Language):

*Traditional Method:* The teacher shows flashcards of animals and says their names.

*Multimedia-Enhanced Method:* The teacher begins by playing a short, animated video from an app like Super Simple Songs or Pinkfong, featuring a song like “Old MacDonald Had a Farm.” The video presents the vocabulary (cow, pig, sheep) in a vibrant, memorable context with music and movement. The teacher pauses the video to point and repeat key words, ensuring attention is focused.

2. Practice (Controlled Use of the Language):

*Traditional Method:* Children repeat after the teacher, or point to the correct flashcard.

*Multimedia-Enhanced Method:* The teacher now uses an interactive application. For example, an app may display a farm scene and ask, “Where is the cow?” The child taps the cow, and the app provides positive reinforcement (“Good job! Cow!”). This stage offers controlled, low-risk practice with immediate feedback. It can be done as a whole-group activity using an interactive whiteboard, allowing the teacher to guide the interaction and encourage choral responses.

Multimedia applications can be categorized to target different language skills:

1. Interactive Storybooks: Apps that read stories aloud, highlighting words as they are spoken. They allow children to touch objects on the screen to hear their names. This develops listening comprehension, vocabulary, and phonemic awareness.

2. Vocabulary Builders: Game-based apps focusing on specific lexical sets (food, clothes, toys). These often include matching games, puzzles, and “find the object” activities that make memorization fun.

3. Sing-Along and Rhyme Applications: Apps featuring a library of English children’s songs with karaoke-style lyrics and animations. Music is a powerful mnemonic device for young learners, aiding in the natural acquisition of rhythm, intonation, and chunks of language.

4. **Simple Communication Simulators:** Apps that use characters to model basic dialogues (e.g., “Hello, what’s your name?” “My name is...”). Children can record their own voice repeating the phrases, fostering speaking skills in a non-threatening environment.

The market is saturated with educational apps, making careful selection crucial. Educators should look for apps that:

—**Have a Strong Pedagogical Foundation:** The app should be designed with clear learning goals in mind.

—**Offer Customization:** The ability for the teacher to select specific vocabulary sets or difficulty levels.

—**Are Ad-Free and Safe:** The digital environment must be secure, with no links to external websites or in-app purchases.

—**Encourage Active Participation:** The best apps require more than passive watching; they demand tapping, dragging, speaking, or singing.

—**Provide Positive Reinforcement:** Feedback should be encouraging, focusing on effort rather than just correct answers.

The success of this methodology hinges entirely on the teacher. Their role evolves into that of a: \***Curator:** Selecting the most appropriate applications that align with the curriculum; \* **Facilitator:** Introducing the activity, managing the technology, and ensuring all children are engaged. \***Bridge Builder:** Connecting the digital activity to the physical world. After using a farm animal app, the teacher should transition to a physical game with toy animals, or a song with gestures, solidifying the learning. \***Observer and Assessor:** Noting which children are struggling or excelling during the digital activity to inform future instruction and provide individualized support.

In conclusion, the methodology for using multimedia applications in teaching English to preschoolers is not about simply handing a child a tablet. It is a deliberate, structured approach that leverages technology to create a rich, multi-sensory learning environment. By grounding the use of apps in sound pedagogical principles, integrating them strategically within a lesson framework like PPP, and understanding that the teacher is the central figure in the process, preschool educators can harness the power of multimedia to make first encounters with the English language joyful, memorable, and highly effective. This thoughtful integration prepares children not only for future language success but also for navigating an increasingly digital world.

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