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MECHANISMS FOR IMPROVING TECHNOLOGIES OF TEACHING ENGLISH TO STUDENTS THROUGH MULTIMEDIA PROGRAMS (ON THE EXAMPLE OF NON-PHILOLOGICAL STUDENTS)

Shaxnozaxon MAXMUDOVA
Senior teacher of Department of Foreign languages,
Alfraganus University
Sh.maxmudova0912@gmail.com
0009-0001-0222-2083 ORCID

Abstract. This article explores pedagogical mechanisms aimed at improving English language teaching technologies for non-philological students through multimedia programs. The research highlights how digital tools enhance students' motivation, cognitive activity, linguistic proficiency, and communicative competence. Multimedia platforms – integrating audio, video, animation, interactive tasks, and automated feedback – were found to significantly accelerate the acquisition of vocabulary, improve pronunciation, support listening comprehension, and increase learners' willingness to communicate. The study concludes that applying multimedia-supported pedagogical mechanisms creates an effective, student-centered digital learning environment suitable for higher education.

Key words: Multimedia programs, pedagogical mechanisms, English language teaching, digital technologies, non-philological students, communicative competence, higher education.

INTRODUCTION. In contemporary higher education, the integration of multimedia technologies into English language teaching has become an essential requirement due to the rapid digitalization of learning environments and the growing demands of professional communication. Non-philological students – those enrolled in engineering, economics, IT, business, medicine and related fields – require English not only as an academic subject but as a tool for international communication, research, collaboration, and career advancement. However, traditional teacher-centered methodologies often fail to address the diverse learning styles, motivational needs, and cognitive processes of today's learners. Multimedia technologies, on the other hand, offer multimodal input, immediate feedback, interactive content, and real-life communication environments that allow non-philological students to engage more deeply with language materials. Digital platforms enhance learners' autonomy and provide opportunities for authentic practice through simulations, videos, animated explanations, pronunciation analysis tools, and gamified learning tasks. Therefore, the main purpose of this article is to examine the pedagogical mechanisms that ensure the effective application of multimedia programs in teaching English to non-philological students, and to identify how these mechanisms influence learning outcomes, motivation, and communicative competence.

METHODS. The methodological basis of the study relies on a combination of theoretical analysis and practical examination of multimedia integration in higher education English courses, with particular emphasis on student-centered digital

environments appropriate for non-philological learners. The research process involved diagnosing learners' initial language proficiency, identifying their professional communication needs, and selecting multimedia resources capable of addressing those needs. The study was conducted with non-philological students whose English instruction was enriched with multimedia programs embedded into regular course activities. Throughout the instructional period, digital tools supporting vocabulary acquisition, listening comprehension, pronunciation development, and interactive speaking tasks were systematically integrated into classroom practice. To evaluate the pedagogical effectiveness of these mechanisms, observations of learner engagement, analysis of performance changes, and reflection logs were employed. The methodological approach adopted in this research treats multimedia not simply as a technological add-on but as a pedagogical instrument that transforms language input into interactive learning experiences by providing visual scaffolding, multimodal explanations, real-time feedback, and flexible learning pathways. The pedagogical mechanisms underlying this integration include multimodal presentation of linguistic material, task-based digital interaction, immediate automated feedback, gamified learning structures, self-paced microlearning, and collaborative multimedia activities – all implemented to create a coherent, supportive environment for the development of communicative competence in non-philological students.

RESULTS. The findings of the research demonstrate that the inclusion of multimedia programs in English language teaching significantly increases the linguistic and communicative performance of non-philological students. Learners exposed to multimedia-enhanced instruction showed greater improvement in listening comprehension due to the availability of authentic audio-visual materials enriched with subtitles, transcripts, and comprehension tasks. Pronunciation accuracy improved substantially as students practiced speech with digital tools capable of analyzing intonation, rhythm, and articulation. Vocabulary retention increased because words were presented through images, contextual videos, animations, and interactive tasks that promoted deeper cognitive processing. Students also developed greater fluency and confidence in speaking, supported by simulation-based communication tasks, digital storytelling, and pronunciation feedback. From a motivational perspective, learners reported higher interest, reduced anxiety, and stronger willingness to communicate in English. Classroom observations showed active participation, increased collaboration, and improved task completion rates. Qualitative reflections from students revealed that multimedia-based lessons felt more dynamic, relevant, and enjoyable compared to traditional lessons, contributing to improved self-efficacy and autonomous learning habits. Overall, the results confirm that pedagogical mechanisms rooted in multimedia integration foster measurable improvements in communicative competence, cognitive engagement, and learner motivation.

CONCLUSION. The study concludes that multimedia programs serve as powerful pedagogical tools for enhancing English language education among non-philological students by enriching instruction with visual, auditory, and interactive elements that transform traditional language teaching into a dynamic digital process. When integrated through well-structured pedagogical mechanisms – such as multimodal input, interactive

digital tasks, automated feedback, gamification, blended learning, and collaborative multimedia projects – these programs significantly improve listening comprehension, pronunciation, vocabulary development, and communication fluency. They also strengthen motivation, autonomy, and confidence, enabling learners to engage with English in meaningful, professionally relevant contexts. Therefore, universities should adopt systematic strategies for multimedia implementation, provide teachers with methodological training, and ensure access to high-quality digital platforms. Such sustained integration will help non-philological students acquire the linguistic and communicative competencies necessary for academic success and global professional interaction.

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