



METHODOLOGY FOR DEVELOPING THE VOCABULARY OF PRIMARY SCHOOL PUPILS THROUGH MULTIMEDIA TOOLS

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Abstract: *This article examines the pedagogical and methodological foundations for developing the vocabulary of primary school pupils through multimedia tools. The study analyzes the role of multimedia technologies in the educational process, the influence of interactive methods on speech development, and the ways of enriching pupils' vocabulary through audiovisual materials. The findings of the research demonstrate that multimedia technologies increase learners' interest in lessons and contribute to the development of their communicative competence.*

Keywords: *multimedia, vocabulary enrichment, primary education, interactive methods, speech development, pedagogical technology.*

Introduction: In the context of globalization and the rapid development of digital technologies, modernization of the education system has become one of the most urgent issues. In particular, developing pupils' oral and written speech and enriching their vocabulary in primary education is considered an important pedagogical task. Vocabulary richness is one of the key indicators of a child's thinking ability, communicative potential, and intellectual development.

Alongside traditional teaching methods, the use of modern multimedia tools increases pupils' interest in the learning process. Lessons organized through audio, video, animation, electronic presentations, and interactive games help learners concentrate their attention, perceive information quickly, and retain it in long-term memory. Therefore, integrating multimedia technologies into mother tongue and

reading literacy lessons in primary classes is of great scientific and practical significance.

The purpose of this article is to analyze the methodology of developing primary school pupils' vocabulary through multimedia tools from a scientific and pedagogical perspective and to recommend effective methods.

Main Part: The Importance of Multimedia Tools in the Educational Process

Multimedia tools are modern information technologies that combine text, audio, video, graphics, and animations. They enhance visualization in the educational process and help pupils effectively acquire knowledge through different sensory channels.

Primary school pupils are psychologically inclined toward imaginative thinking; therefore, they assimilate information presented visually and aurally more effectively. For example, presenting new vocabulary through pictures, short videos, and audio explanations rather than plain text significantly improves vocabulary retention.

Furthermore, multimedia tools increase pupils' classroom participation. Interactive tasks, electronic games, and quizzes create a competitive and engaging learning environment. As a result, pupils become more motivated to learn new words.

Methodological Foundations for Vocabulary Development

In primary education, vocabulary work is carried out through the following methodological approaches:

Introducing New Words

With the help of multimedia tools, the pronunciation, meaning, and usage of new words can be presented simultaneously. For instance, words related to the topic "nature," such as tree, bird, and river, can be explained effectively through animated visuals.

Reinforcing Vocabulary :Interactive exercises and electronic games enable pupils to reuse and strengthen the vocabulary they have learned. Tasks such as “Match the Correct Word,” “Name the Picture,” and “Make a Sentence” help transfer vocabulary into active speech.

Developing Speech Activity:Using audio fairy tales and video materials as a basis for storytelling develops pupils’ coherent speech. This process also stimulates their imagination and creative thinking.

Forming Independent Learning Skills : Electronic dictionaries, mobile applications, and multimedia platforms provide pupils with opportunities to learn new vocabulary independently.

- Innovative Multimedia-Based Methods

- Audio-Visual Method

- In this method, words are presented simultaneously through sound and visuals. Pupils not only read the word but also hear its pronunciation and see the related object or image. As a result, semantic connections become stronger.

Gamification Method:Multimedia lessons organized through game technologies generate high interest among pupils. For example, electronic quizzes and virtual tasks ensure active learner participation.

Digital Storytelling Technology:By creating digital stories, pupils compose their own texts using newly learned vocabulary. This method develops both creativity and vocabulary enrichment.

Use of Interactive Presentations:Interactive slides prepared through platforms such as PowerPoint and Canva increase lesson effectiveness. Animated texts and audio elements help maintain pupils’ attention for a longer period.

Pedagogical Effectiveness of Multimedia Tools

Research findings indicate that lessons organized through multimedia technologies develop pupils’ vocabulary more rapidly than traditional methods. This effectiveness is explained by several factors:

- enhanced visualization;
- increased learner motivation;
- combined use of auditory and visual memory;
- development of independent thinking;
- activation of communicative activity.

Moreover, multimedia tools provide opportunities for differentiated instruction. Since each pupil can complete tasks according to their individual abilities, educational effectiveness increases significantly.

Conclusion: Developing the vocabulary of primary school pupils is an essential component of the educational process. The use of modern multimedia tools makes this process more effective and engaging. Methods based on audio, video, animation, and interactive technologies increase pupils' interest in learning and contribute to the development of their speech competence.

In addition, multimedia technologies play an important role in fostering independent learning, creative thinking, and communicative activity among pupils. Therefore, improving the methodology for integrating multimedia tools into primary education remains one of the most pressing pedagogical tasks of today.

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