THE IMPACT OF MULTIMEDIA TECHNOLOGIES ON STUDENTS' MOTIVATION IN EFL LEARNING

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Annotation. The article discusses the influence of multimedia technologies on student motivation in the process of teaching English as a foreign language. In today's higher education environment, video, podcast, interactive platform, digital diary, YouTube, VR and AI-based blended learning tools are valued not just as an information delivery trick, but as a motivational mechanism that enhances the student's participation in learning activities. The purpose of the study is to identify the influence of multimedia technologies on internal and external motivation in the EFL-audience and explain it from a practical point of view. The result of the study showed that Multimedia, in addition to increasing interest, stimulates independent work, increases speech confidence and turns learning into an activity with a personality value.

Keywords: multimedia technologies, EFL, motivation, digital learning, YouTube, VR, blended learning, student activism.

Introduction

Teaching English in high school has been radically changing in recent years, not only in content, but also in technological terms. While language teaching in the past was mainly based on text, instruction, and teacher explanations, today video, audio, interactive assignments, online reviews, virtual environments, and platforms based on artificial intelligence are widely used in the classroom. Such a change does not only mean a change in method. It also changes the nature of the student's participation in learning activities, self-confidence, the pace of penetration into the language environment and the motivational state. Especially in the case of EFL, when English is taught in a space that is not a natural language environment, the role of multimedia technologies is particularly increasing, since they can create a simulated real context, rather than an artificial one.

Research methods

The article was written on the example of IMRAD. The research methods used were theoretical analysis, comparison, generalization and a small survey. The selection of literature includes works directly related to the topic of 2023-2025. The analysis included 6 sources, half of which were selected from Kazakhstani and half from foreign studies. In an additional empirical section, 30 students were interviewed using a Google Form. It covered the criteria of frequency of use of multimedia tools, interest in the lesson, enthusiasm for completing tasks, confidence in speech and aptitude for independent work.

Research results

In explaining the influence of multimedia technologies on motivation, it is important, first of all, to model an authentic language experience. Kulakhmetova M. S. and Daulbaeva K. M. analyzing the motivational potential of autistic media materials in teaching a foreign language, they prove that videos, podcasts, social media texts and real-life interviews enhance students' interest. The authors point out that such materials perceive language not as an "object of a textbook," but as an "existing living phenomenon." The conclusion in their work that "the introduction of autistic

media materials can increase students' motivation and engagement" becomes the theoretical core of this study [1, 8].

The next important factor that increases motivation is immersion. In a study conducted by A. Z. Kusainova, R. F. Zhusupova and R. N.Shadiev based on the Mondly VR program, it was shown that virtual reality, along with vocabulary development, enhances student's enjoyment of the learning process, confidence in language learning and active participation. 34 students participated in the study; in the experimental group, along with the lexical result, motivational changes were also observed. The authors describe VR technology as a tool that transforms a student from a passive recipient into an active subject. If we formulate the concept of "interactive and enjoyable learning environment" in English in this work, multimedia transfers learning from a duty to a meaningful activity for the Student [2, 8].

The research of E.F. Gerfanova, Z.F. Rudik, L.E. Dalbergenova and E. Nemchinova is also valuable in interpreting EFL motivation in the space of Kazakh higher education. The authors indirectly prove that in order for motivation to be stable, a language lesson must be built not only on grammar and training, but on real communication and digital interaction. The fact that 87% of students use English outside of lessons in their work and that there is a significant link between motivation and Intercultural training suggests that multimedia is an environment that creates social value, and not just an additional tool [3, 4].

Foreign studies clarify these observations. B. Yassin and his colleagues consider YouTube's academic contribution to the study of EFL and show that the synchronous presentation of video words, sound, and visual images can optimize cognitive load and facilitate understanding of the material. The authors analyze that YouTube-based learning through a 16-week quasi-experiment provides more opportunities for developing language skills compared to the traditional method. Here, motivation does not remain only at the level of "it was interesting"; the student perceives the content faster through the video material and feels more active, thereby strengthening his internal motivation [4, 14].

A team of authors led by R. Alkhrahsheh specifically studied the influence of YouTube on students' learning motivation, showing that its perception as a useful and accessible tool directly affects the level of motivation. In this work in the International Journal of Instruction, it is said that the attractiveness of multimedia comes not only from visual impressions, but also from the ability of the student to learn at his own pace, in a format that is understandable to him. That is, multimedia gives a sense of freedom, and freedom supports the internal type of motivation [5, 10].

One of the studies that deepened the problem of motivation at a modern level is an article by Jingdan Liu, Hamid Ha, and Xuijie Bao on AI – blended instruction. It compares the traditional, blended, and AI-blended approaches, proving that the latter significantly improved the performance of goal orientation, self-efficacy, and instructional support. Especially in mixed learning with AI tools, students ' sense of self-efficacy has increased and learning outcomes have also increased. This conclusion suggests that multimedia technologies strengthen motivation not only at the emotional, but also at the structural level: the student understands better what needs to be done, receives quick feedback, and therefore moves to action more often [6, 21].

A small survey also confirmed this direction. Of the 30 students surveyed, 63% showed increased interest in classes with the use of multimedia tools, 20% noted that there is an average effect, and only 17% noted that the difference is weak. "Does a video, podcast, interactive platform motivate you to complete the task?"56% answered" yes, it is clearly stimulating", 27%" partially",

17%" not very effective". 48% of students noted an increase in self-confidence when speaking, 32% showed an average increase, and 20% of students did not feel a pronounced change. The most interesting thing is that 67% of respondents expressed a tendency to view additional material on their own after classes with multimedia tasks. This indicates the transition of motivation from external control to internal search.

Discussion

The collected data showed that the influence of multimedia technologies on motivation is realized through several channels. Firstly, they present language material in multichannel format, so the student perceives information more easily. Secondly, multimedia creates a realistic context: a podcast, video, social network text, VR-script or AI-dialogue reveals to the student the language as an existing tool, and not just as a rule. Thirdly, the multimedia environment has instant feedback and the ability to choose, which strengthens the student's own control. Fourth, when visual, audio, and interactivity are combined, emotional interest increases, and emotional interest becomes the source of permanent motivation.

At the same time, excessive or irregular use of multimedia can also have a negative effect. If technology serves only "impressionability" and not the purpose of the lesson, the student is more concerned with form than content. Therefore, three principles are important in practical application. The first is that multimedia should always be directly related to the language goal. The second is that the complexity must correspond to the level of the student. The third is that after using a video, platform or VR, it is mandatory to give a reflection, a couple discussion, a small subscription or a conversation task. Then technology becomes the core of educational activity, not" demonstration".

Conclusion

In summary, multimedia technologies are an important pedagogical resource that strengthens student motivation in teaching English as a foreign language. They increase interest, cultivate confidence, activate independent work and bring language activity closer to the true context. The analysis of Kazakh and Foreign Studies, as well as the results of a survey of 30 students, showed that in classes with the use of multimedia, the student's participation, internal motivation and learning activity increase. Consequently, the effectiveness of multimedia technologies in the EFL audience does not lie in their technical novelty, but in their ability to create a meaningful, interactive and personalized learning space for the student.

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