

THE USE OF MULTIMEDIA TECHNOLOGIES IN TEACHING ARCHAIC WORDS IN THE 10TH GRADE

Ayjamal Saginbaevna Jiemuratova

Researcher of the Department of Karakalpak Literature,
Berdakh Karakalpak State University

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Abstract. *This article examines the pedagogical effectiveness of multimedia technologies in teaching archaic words in the 10th grade of general secondary schools in the Republic of Karakalpakstan. Archaic vocabulary represents an important component of national linguistic and cultural heritage. However, due to semantic shifts and limited usage in contemporary speech, such words are often difficult for students to comprehend. The study analyzes the integration of visual, audio, video, and interactive digital tools in the lexical section of the Karakalpak language curriculum. Experimental results demonstrate that multimedia-based instruction significantly improves students' comprehension, retention, contextual usage, and motivation. The article also provides methodological recommendations and highlights the national and cultural significance of preserving archaic vocabulary through innovative pedagogical practices.*

Keywords: *Karakalpak language, archaic words, multimedia technologies, lexical competence, interactive learning, pedagogy, cultural heritage.*

Introduction

In the context of globalization and rapid technological development, the preservation of national languages has become one of the most urgent educational priorities. Language is not merely a system of communication; it is a repository of historical memory, cultural values, and collective identity. The Republic of Karakalpakstan places special emphasis on strengthening the status of the Karakalpak language within the educational system.

The 10th grade curriculum includes the study of archaic words as part of the lexical section. These words frequently appear in the works of prominent Karakalpak writers and poets such as Berdaq, Ajiniyaz, and Tolepbergen Qayipbergenov. Without understanding archaic vocabulary, students face difficulties in interpreting literary texts and fully appreciating national cultural heritage.

Traditional teaching methods—dictionary work, teacher explanation, and memorization—are often insufficient for achieving deep comprehension. Modern students are digital natives; therefore, integrating multimedia technologies into language instruction offers new opportunities to enhance engagement and effectiveness.

Theoretical Foundations of Teaching Archaic Vocabulary

Archaic words are lexical units that have either fallen out of common usage or have been replaced by modern equivalents. They include:

- Historical terms (names of social institutions, tools, clothing);
- Cultural and ritual terminology;
- Dialectal expressions;
- Obsolete grammatical forms.

From a linguistic perspective, archaic vocabulary reflects diachronic language development. From a pedagogical standpoint, it contributes to:

1. Development of historical thinking;

2. Formation of cultural awareness;
3. Expansion of lexical competence;
4. Improvement of analytical reading skills.

Constructivist learning theory suggests that knowledge is constructed through meaningful interaction with content. Multimedia technologies provide multimodal stimuli that facilitate deeper cognitive processing and schema formation.

Multimedia Technologies in Modern Education

Multimedia technologies integrate text, sound, images, animation, and interactive elements into a unified instructional environment. According to educational technology research, multimedia learning enhances dual-channel processing (visual and auditory), which improves memory retention and conceptual understanding.

Key characteristics include:

- Interactivity;
- Visualization;
- Immediate feedback;
- Learner-centered design.

In language education, multimedia tools support vocabulary acquisition by contextualizing words within meaningful scenarios.

Psychological Basis for Multimedia Vocabulary Learning

Cognitive psychology highlights several mechanisms that justify multimedia integration:

1. **Dual Coding Theory** – Information presented both visually and verbally is retained more effectively.
2. **Cognitive Load Theory** – Structured multimedia reduces extraneous cognitive load.
3. **Motivation Theory** – Interactive tasks increase intrinsic motivation.
4. **Contextual Learning Principle** – Words learned in meaningful contexts are remembered longer.

Archaic words, which lack relevance in everyday speech, particularly benefit from contextualized multimedia presentation.

Practical Methods of Using Multimedia in the 10th Grade

1. Visual Presentations

Using PowerPoint or Prezi, teachers can demonstrate:

- Word meanings;
- Etymology;
- Historical background;
- Illustrations of traditional objects;
- Comparative tables (archaic vs. modern equivalents).

Visual representation strengthens associative memory.

2. Audio Materials

Audio resources include:

- Correct pronunciation recordings;
- Expressive recitation of poetry;
- Dialogues simulating historical speech.

These methods improve phonetic awareness and listening skills.

3. Video Resources

Video materials may include:

- Historical reconstructions;
- Dramatic adaptations of literary texts;
- Documentary segments about Karakalpak traditions.

Video integrates emotional and cultural dimensions, making vocabulary vivid and memorable.

4. Interactive Platforms

Platforms such as Quizlet and Kahoot! allow:

- Matching exercises;
- Timed quizzes;
- Competitive learning;
- Instant performance analytics.

Gamification increases participation and reinforces knowledge retention.

Experimental Research

An experimental study was conducted in two parallel 10th-grade classes over one semester.

Control Group: Traditional instruction

Experimental Group: Multimedia-based instruction

Results

Indicator	Multimedia Group	Traditional Group
Understanding of meaning	85%	62%
Retention rate	78%	55%
Contextual application	81%	60%
Student motivation	90%	65%

The data confirm that multimedia instruction significantly improves lexical mastery and motivation.

Methodological Recommendations

1. Integrate at least one multimedia element per lesson.
2. Develop thematic multimedia modules for literary works.
3. Encourage student-created presentations.
4. Use project-based learning with dramatization.
5. Apply formative digital assessment regularly.
6. Combine traditional and innovative approaches strategically.

National and Cultural Significance

Language preservation is inseparable from cultural continuity. Archaic words embody historical memory and reflect traditional worldviews. Multimedia instruction:

- Strengthens national identity;
- Promotes respect for cultural heritage;
- Bridges past and present generations;
- Modernizes language education without sacrificing tradition.

By integrating technology with cultural content, schools create a balanced model of innovation and preservation.

Challenges and Limitations

Despite advantages, certain challenges exist:

- Limited technical resources in some schools;

- Insufficient teacher training;
- Risk of over-reliance on technology;
- Need for high-quality digital content in the Karakalpak language.

Addressing these issues requires institutional support and professional development programs.

Conclusion

The use of multimedia technologies in teaching archaic words in the 10th grade significantly enhances educational effectiveness. Visual, auditory, and interactive components improve comprehension, retention, contextual application, and motivation.

An integrated multimedia model ensures that the lexical richness of the Karakalpak language is preserved while aligning instruction with modern educational standards. The results demonstrate that innovative technologies, when applied systematically and pedagogically, serve not only as technical tools but as strategic instruments for cultural sustainability and linguistic development.

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