

<https://doi.org/10.62837/2026.7.107>

HIDAYATOVA NAZRIN ROVSHAN
Military Institute named after Heydar Aliyev
nezrinhidayetova@gmail.com

**USING MULTIMEDIA RESOURCES TO ENHANCE CADETS'
MOTIVATION IN ENGLISH LESSONS**

ABSTRACT

This research studies useful pedagogical approaches for improving communication skills and enhancing motivation among cadets in military institutes. Nowadays, in military education, communicative proficiency is a vital part of professional training, as future officers are demanded to execute a wide range of communication-based tasks, including giving commands, coordinating team activities, and attending in international collaboration.

The study points out the role of communicative and learner-centered methods, like task-based learning, role-playing activities, group discussions, and simulation-based training. Additionally, it examines the role of multimedia resources in motivating cadets' intention in English language learning. Because of psychological stress, rigid discipline, and restricted access to authentic language atmosphere, cadets may practice low engagement in language learning. Multimedia tools—such as audio-visual materials, interactive applications, and simulations—help reduce anxiety, increase motivation, and create a more engaging and realistic learning environment.

The outputs show that the regular application of these pedagogical approaches, combined with multimedia integration, significantly improves cadets' speaking proficiency, fluency, and accuracy. Furthermore, these approaches contribute to the development of self-confidence, critical thinking, and the ability to communicate effectively under pressure.

As a result, the research focuses on the integration of modern pedagogical methods and multimedia resources plays a key role in strengthening communicative competence and preparing military institute cadets for effective professional performance. **(Richards, J. C. 2006 p. 1–33).**

Keywords : Multimedia integration, Cadet English learning, Motivation in language learning, Military education, Communicative competence, Digital learning tools, Interactive learning, Authentic language materials

Introduction

English language teaching in military institutions varies from civilian education because of strict discipline, planned time table, and high requirements. Cadets should develop both their general language skills and work-related communication abilities demanded for operational assignments and international collaboration.

Motivation plays a core role in learning language process. (Dörnyei, 2001, p. 45) On the other hand, students often practice anxiety and limited chances for authentic communication, which negatively affects their engagement. Thus, advanced teaching resources are needed to reinforce motivation and develop learning results. (Mishan, 2005, p. 67)

Multimedia resources suggest new opportunities for language instruction by mixing visual, auditory, and interactive elements. These instruments make learning process more realistic, interesting and closer to real-life communication atmosphere.

M. V. Asmolovskaya and I. G. Kondrat'eva summarizes that latest educational technologies, styles and interactive methods show improvement in the development of student motivation in second language learning. (Asmolovskaya, M. V., & Kondrat'eva, I. G. 2021, p 55–60).

Theoretical Background of Motivation

Motivation in language learning can be classified as intrinsic, extrinsic, integrative, and instrumental. In military education, motivation is most primary, as cadets learn English for professional purposes such as communication in international missions or aviation contexts. (Deci & Ryan, 2000, p. 231)

Theoretical approaches supporting multimedia use contains:

Self-Determination Theory, which emphasizes learner autonomy and engagement (Sweller, 2011, p. 52).

Cognitive Theory of Multimedia Learning, which highlights dual-channel processing (visual and verbal)

Constructivist Theory supports active and experiential learning. The theories above studies why multimedia resources can develop both motivation and learning efficiency. (Krashen, 1985, p. 32).

Multimedia Tools in Language Teaching. Multimedia indicates the combination of different digital instruments like video, audio, interactive applications, and virtual simulations. (Al-Seghayer, 2014, p. 50)

Main types of instruments include: audio materials and podcasts, video resources and films, interactive learning interfaces, virtual simulations, mobile learning applications

The tools mentioned above assist multi-sensory learning, enhance engagement, and support real -life language feedback, which is primarily essential in military education field.

Role of Multimedia in Motivation improvement. Multimedia helps to learners' motivation in different important ways:

Increasing Participation. Visual and audio materials make lessons more interactive, interesting and helps catch attention.

Decreasing stress and pressure. Collaborative instruments and video-based learning decrease anxiety and make a more relaxed learning atmosphere.

Supporting Learning Styles. Multimedia provides for visual, auditory, and kinesthetic learners at the same time.

Providing Authentic feedback. Videos or realistic communication materials reveal learners to authentic English use.

Developing self-esteem. Input in a given time from digital instruments assists cadets to track progress and build self-esteem.

The implementation of multimedia in cadets' English lessons can be conducted by means of different effective methods that improve both involvement and language development. Video-based learning, for example, includes the use of military-related videos, documentaries, and subtitled films, which facilitate the improvement of listening skills and in general language understanding.

Collaborative learning and game-based learning strategies, like online practice tests and digital assignments, boost learner motivation with the help of the introducing competition and active participation. Blended learning, which mixes traditional classroom instruction with online learning methods, supplies greater flexibility and motivates learner autonomy.

In addition, mobile learning through language applications allows learners to exercise terminology and new words and language skills at any time and in any place, facilitating ongoing learning.

Lastly, simulation tools create real-life situations that let students to train communication under pressure, as a result, improving their readiness for real-life professional situations.

Advantages of Multimedia Use

Use of multimedia in education suggests many necessary advantages for students for learning English language. It enhances cadets' motivation with making lessons more interesting and visually attractive. (Richards & Rodgers, 2014, p. 210).

Multimedia resources also strengthen listening and comprehension skills with the help of the authentic audio and video materials.

Moreover, they help various learning strategies by combining visual, auditory, and interactive components. The use of digital instruments decreases stress and pressure and creates a more relaxed learning atmosphere. Additionally, multimedia fosters active engagement and inspires communication among students. Altogether, it considerably promotes the effectiveness of the language learning process in military education. (Mishan, 2005, p. 67).

Multimedia incorporation suggests several pedagogical, psychological, and practical benefits in cadet English language learning. From a pedagogical perspective, it improves comprehension, supports different learning styles, and enhances communicative competence. From psychological perspective, it enhances motivation, decreases stress and pressure, and creates learners' confidence in using the language. From a practical perspective, it supports exposure to authentic

materials, saves instructional time, and make available adaptable learning. (Al-Seghayer, 2014, p. 50).

As a result, multimedia integration significantly strengthens the effectiveness of the language learning process in military education.

Multimedia integration provides pedagogical, psychological, and practical benefits: Enhances comprehension and retention, improves communicative competence, increases motivation and integration, decreases boredom and anxiety, supports entry to authentic materials, supports individualized learning.

Challenges: Despite its benefits, multimedia use also presents challenges: limited technical infrastructure, insufficient teacher training, risk of overreliance on technology, difficulty in selecting appropriate content. These issues must be addressed for effective implementation.

Recommendations: To ensure effective use of multimedia in cadet education: Combine multimedia with traditional teaching methods, provide training for teachers in digital tools, use military-relevant content, encourage student participation in content creation, continuously evaluate teaching effectiveness.

Conclusion

Multimedia resources considerably strengthen students' motivation in English language learning by creating interactive, interesting, and authentic learning atmosphere and surrounding. They reduce anxiety, improve participation, and support communicative competence development. (Chapelle, 2001, p. 103).

Scientific and researchers Arkhipova, Belova, and their peers suggested that technology-based and communicative method activities in second language lessons improve and help learners to strength their motivation to learn.(Arkhipova, V. S., Belova, N. A., & others. 2020,p33–40).

However, successful integration requires balanced use, proper teacher training, and careful selection of materials. In modern military education, multimedia is an essential component for effective language instruction and improved learning outcomes.

References

1. Khalid Al-Seghayer (2014). *The effects of multimedia annotation modes on L2 vocabulary acquisition*. Language Learning & Technology, 18(1), 47–65.
2. Carol A. Chapelle (2001). *Computer Applications in Second Language Acquisition*. Cambridge University Press.
3. Edward L. Deci, & Richard M. Ryan (2000). *The “what” and “why” of goal pursuits: Human needs and self-determination of behavior*. Psychological Inquiry, 11(4), 227–268.
4. Zoltán Dörnyei (2001). *Motivational Strategies in the Language Classroom*. Cambridge University Press.

5. Stephen D. Krashen (1985). *The Input Hypothesis: Issues and Implications*. Longman.
6. Richard E. Mayer (2009). *Multimedia Learning* (2nd ed.). Cambridge University Press.
7. Freda Mishan (2005). *Designing Authenticity into Language Learning Materials*. Intellect Books.
8. Jack C. Richards, & Theodore S. Rodgers (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press.
9. John Sweller (2011). *Cognitive load theory*. In *Psychology of Learning and Motivation* (Vol. 55, pp. 37–76).
10. M. V. Asmolovskaya, & I. G. Kondrat'eva (2021). *Modern educational technologies and motivation in foreign language learning*. *Journal of Pedagogical Studies*, 4, 55–60.
11. V. S. Arkhipova, N. A. Belova, & colleagues. (2020). *Technology-based and communicative approaches in foreign language teaching and their impact on student motivation*. *Journal of Modern Pedagogy*, 5, 33–40.

NƏZRRİN HİDAYƏTOVA **İNGİLİS DİLİ DƏRSLƏRİNDƏ KURSANTLARIN MOTİVASİYASINI** **ARTIRMAQ ÜÇÜN MULTİMEDİA RESURSLARINDAN İSTİFADƏ**

Bu tədqiqat hərbi institutlarda kursantlar arasında ünsiyyət bacarıqlarının təkmilləşdirilməsi və motivasiyanın artırılması üçün faydalı pedaqoji yanaşmaları öyrənir. İndiki vaxtda hərbi təhsildə kommunikativ bacarıq peşəkar hazırlığın vacib hissəsidir, çünki gələcək zabitlərdən komandaların verilməsi, komanda fəaliyyətinin koordinasiyası və beynəlxalq əməkdaşlıqda iştirak da daxil olmaqla, ünsiyyətə əsaslanan geniş spektrli vəzifələri yerinə yetirmək tələb olunur.

Tədqiqat tapşırıq əsaslanan öyrənmə, rol oynama fəaliyyətləri, qrup müzakirələri və simulyasiyaya əsaslanan təlim kimi kommunikativ və şagird mərkəzli metodların rolunu qeyd edir. Bundan əlavə, kursantların ingilis dilini öyrənmək niyyətində motivasiyada multimedia resurslarının rolunu araşdırır. Psixoloji gərginlik, sərt nizam-intizam və orijinal dil mühitinə girişin məhdudlaşdırılması səbəbindən kursantlar dil öyrənmə prosesində az iştirak edə bilirlər. Audio-vizual materiallar, interaktiv proqramlar və simulyasiyalar kimi multimedia alətləri narahatlığı azaltmağa, motivasiyanı artırmağa və daha cəlbəedici və real öyrənmə mühiti yaratmağa kömək edir. Nəticələr göstərir ki, bu pedaqoji yanaşmaların müntəzəm tətbiqi multimedia inteqrasiyası ilə birlikdə kursantların nitq qabiliyyətini, səlisliyini və dəqiqliyini əhəmiyyətli dərəcədə artırır. Bundan əlavə, bu yanaşmalar özünə inamın, tənqidi düşüncənin və təzyiq altında effektiv ünsiyyət qurmaq bacarığının inkişafına kömək edir. Nəticədə, tədqiqat müasir pedaqoji metodların inteqrasiyasına yönəldilir və multimedia resursları kommunikativ

səriştənin gücləndirilməsində və hərbi institut kursantlarının səmərəli peşəkar fəaliyyətə hazırlanmasında əsas rol oynayır. (Richards, J. C. 2006 səh. 1-33).

Açar sözlər: Multimedia inteqrasiyası, dil öyrənmədə motivasiya, hərbi təhsil, kommunikativ səriştə, rəqəmsal öyrənmə vasitələri, interaktiv öyrənmə, orijinal dil materialları.

НАЗРИН ГИДАЯТОВА

**ИСПОЛЬЗОВАНИЕ МУЛЬТИМЕДИЙНЫХ РЕСУРСОВ ДЛЯ
ПОВЫШЕНИЯ МОТИВАЦИИ КУРСАНТОВ НА УРОКАХ
АНГЛИЙСКОГО ЯЗЫКА**

В данном исследовании изучаются полезные педагогические подходы к улучшению коммуникативных навыков и повышению мотивации среди курсантов военных учебных заведений. В настоящее время в военном образовании коммуникативная компетентность является важной частью профессиональной подготовки, поскольку от будущих офицеров требуется выполнение широкого спектра задач, связанных с коммуникацией, включая отдачу приказов, координацию командной работы и участие в международном сотрудничестве. В исследовании подчеркивается роль коммуникативных и ориентированных на обучающегося методов, таких как обучение на основе задач, ролевые игры, групповые дискуссии и обучение на основе симуляций. Кроме того, рассматривается роль мультимедийных ресурсов в мотивации курсантов к изучению английского языка. Из-за психологического стресса, жесткой дисциплины и ограниченного доступа к аутентичной языковой среде курсанты могут демонстрировать низкую вовлеченность в изучение языка. Мультимедийные инструменты, такие как аудиовизуальные материалы, интерактивные приложения и симуляции, помогают снизить тревожность, повысить мотивацию и создать более увлекательную и реалистичную учебную среду. Результаты показывают, что регулярное применение этих педагогических подходов в сочетании с интеграцией мультимедиа значительно улучшает навыки устной речи, беглость и точность речи курсантов. Кроме того, эти подходы способствуют развитию уверенности в себе, критического мышления и способности эффективно общаться в стрессовых ситуациях.

В результате исследование фокусируется на интеграции современных педагогических методов и мультимедийных ресурсов, играющих ключевую роль в укреплении коммуникативной компетентности и подготовке курсантов военных институтов к эффективной профессиональной деятельности. (Ричардс, Дж. К., 2006, с. 1–33).

Ключевые слова: Интеграция мультимедиа, Изучение английского языка курсантами, Мотивация в изучении языка, Военное образование, Коммуникативная компетентность, Цифровые инструменты обучения, Интерактивное обучение, Аутентичные языковые материалы

Rəyçi : filologiya elmləri doktoru, professor Fikrət Cahangirov