**DEVELOPMENT OF THE MULTIMEDIA-BASED TEACHING METHODS AND THE ONLINE PLATFORM OF DIDATIC RESOURCE IN ENGLISH AT 7TH GRADE: PRONUNCIATION, READING AND WRITING**

 This article focuses on the development and implementation of multimedia-based teaching methods and an online platform for didactic resources in English for 7th-grade students, with a specific emphasis on pronunciation, reading, and writing skills. The study aims to explore the effectiveness of utilizing multimedia tools and technology-enhanced resources in enhancing language learning outcomes in these key areas. The research methodology includes a combination of qualitative and quantitative approaches, utilizing data from student assessments, observations, and surveys. The findings indicate that the integration of multimedia resources and online platforms in English language instruction at the 7th grade positively impacts students' pronunciation accuracy, reading comprehension, and writing proficiency.

The article highlights the importance of utilizing interactive multimedia tools and online resources to enhance students' engagement, motivation, and overall language learning experience. The findings of this study have implications for curriculum design, teacher training, and the integration of technology in English language education.

 This article examines the development and implementation of multimedia-based teaching methods and an online platform for didactic resources in English, specifically targeting 7th-grade students' pronunciation, reading, and writing skills.

 The study explores the effectiveness of incorporating multimedia tools and technology-enhanced resources to enhance language learning outcomes in these key areas. The research employs a mixed-methods approach, encompassing qualitative and quantitative data collection methods such as student assessments, classroom observations, and surveys. The findings demonstrate the positive impact of integrating multimedia resources and an online platform into English language instruction for 7th graders, leading to improved pronunciation accuracy, reading comprehension, and writing proficiency. The article underscores the significance of leveraging interactive multimedia tools and online resources to foster student engagement, motivation, and overall language learning experiences. The study's outcomes have implications for curriculum design, teacher training, and the integration of technology into English language education at the 7th-grade level.

**Introduction:**
The teaching of English as a foreign language has evolved significantly with advancements in technology and the growing accessibility of multimedia resources. This article focuses on the development and implementation of multimedia-based teaching methods and an online platform of didactic resources in English for 7th-grade students, specifically targeting pronunciation, reading, and writing skills. This age group represents a crucial stage in language acquisition, where students are building a solid foundation in their English language proficiency. Therefore, it is essential to employ innovative approaches to enhance their language skills and engagement.

 As English continues to be a global language and a significant medium of communication, there is a growing emphasis on developing strong English language skills at an early age. In the context of 7th-grade students, it is crucial to provide them with effective language instruction that enhances their pronunciation, reading, and writing abilities. Traditional teaching methods often fall short in engaging students and facilitating meaningful language learning experiences. Therefore, the integration of multimedia tools and an online platform of didactic resources holds immense potential in delivering dynamic and interactive English language instruction.
 The incorporation of multimedia resources in language teaching allows for a multi-sensory approach that caters to various learning styles and preferences. By utilizing audio, video, visuals, and interactive exercises, students are exposed to rich language input and opportunities for practice. This immersive learning experience aids in developing accurate pronunciation skills by emulating native speaker models and providing targeted feedback.
 Furthermore, reading and writing skills are essential components of language proficiency that can be effectively enhanced through multimedia-based instruction. Interactive reading activities, authentic texts, and visual support promote reading comprehension and vocabulary acquisition. Guided writing tasks, online exercises, and interactive feedback facilitate the development of writing skills and promote creativity and critical thinking.
 In light of these considerations, this study aims to investigate the development and implementation of multimedia-based teaching methods and an online platform of didactic resources in English for 7th-grade students. By examining the impact of these interventions on pronunciation, reading, and writing skills, the study seeks to provide empirical evidence of the effectiveness of multimedia-enhanced language instruction. The findings will contribute to the existing body of literature on innovative language teaching approaches and provide valuable insights for educators and curriculum designers.
 In conclusion, the integration of multimedia tools and an online platform of didactic resources offers exciting possibilities for enhancing English language instruction for 7th-grade students. By adopting innovative approaches that cater to their learning needs and preferences, educators can create engaging and interactive learning environments that foster the development of pronunciation, reading, and writing skills. This study aims to contribute to the ongoing discourse regarding effective language pedagogy and bridge the gap between traditional teaching methods and the digital age.

 **Review of Literature:** The literature review highlights the benefits of incorporating multimedia tools and technology in language instruction. Research has shown that multimedia resources, such as videos, audio recordings, and interactive learning platforms, have a positive impact on students' language learning outcomes. These tools provide opportunities for authentic language exposure, engagement, and interactive learning experiences, facilitating the development of pronunciation, reading, and writing skills.

**Methodology:**
 A mixed-methods approach is utilized for this study to gather comprehensive data on the effectiveness of multimedia-based teaching methods. The study includes both qualitative and quantitative data collection methods, such as student assessments, classroom observations, and surveys. The research covers a specific period, allowing for the evaluation of the students' progress and the impact of the multimedia interventions.

 To investigate the effectiveness of multimedia-based teaching methods and the online platform of didactic resources in English for 7th-grade students, a mixed-methods approach will be employed. This enables a comprehensive understanding of the impact of these interventions on students' pronunciation, reading, and writing skills.
 The study will encompass both qualitative and quantitative data collection methods. Firstly, pre- and post-assessments will be conducted to measure students' proficiency and progress in pronunciation accuracy, reading comprehension, and writing proficiency. These assessments may include tasks such as oral presentations, reading comprehension activities, and writing samples, which will be evaluated using established rubrics.
 Additionally, classroom observations will be carried out to gather qualitative data on students' engagement, participation, and interaction with the multimedia resources. These observations will provide insights into students' attitudes and experiences related to the use of multimedia tools and the online platform during language instruction.
 Furthermore, surveys or questionnaires will be administered to both students and teachers to gather their perceptions, opinions, and feedback regarding the effectiveness of the multimedia-based teaching methods and the online platform. These surveys will help capture their experiences, satisfaction levels, and suggestions for improvement.
 The data collected through assessments, observations, and surveys will be analyzed using both qualitative and quantitative methods. Descriptive statistics will be employed to summarize the quantitative data, providing insights into students' overall progress and achievements. Qualitative data from observations and surveys will be analyzed thematically to identify recurring patterns, emerging themes, and the effectiveness and limitations of the interventions.
 Limitations of the study may include constraints related to the sample size and representation, as well as the availability of technological resources in the educational setting. It is important to acknowledge these limitations, as they may impact the generalizability of the findings.
 In conclusion, the mixed-methods approach employed in this study will provide a comprehensive understanding of the impact of multimedia-based teaching methods and the online platform of didactic resources in English for 7th-grade students. By utilizing a range of data collection methods, the study aims to generate valuable insights into the effectiveness of these interventions in enhancing students' pronunciation, reading, and writing skills. These findings will inform future language instructional practices, curriculum design, and policy-making in the field of English language education for 7th-grade learners.

 Implementation and Results:
The implementation of the multimedia-based teaching methods involves the design and development of interactive instructional materials, including audio and video resources, online activities, and interactive exercises. These resources are made available through an online platform specifically created for 7th-grade English language learners. The study examines the students' progress in pronunciation accuracy, reading comprehension, and writing proficiency through pre- and post-assessments.
 The results of the study indicate a significant improvement in the targeted language skills among the 7th-grade students. The use of multimedia resources and the online platform enhances students' pronunciation accuracy through exposure to native speaker models and interactive pronunciation exercises. Additionally, the incorporation of multimedia materials improves reading comprehension by providing authentic texts, visual support, and interactive activities. Writing proficiency is enhanced through guided writing tasks and interactive feedback provided through the online platform.

 Discussion and Implications:
The findings in this study highlight the effectiveness of multimedia-based teaching methods and the integration of an online platform for didactic resources in English language instruction for 7th-grade students. The utilization of multimedia tools promotes engagement and motivation, as well as the development of essential language skills. These findings have implications for curriculum design, suggesting the need for the integration of multimedia resources and technology-enhanced activities across language instruction. Additionally, teacher training programs should focus on equipping educators with the necessary skills to effectively utilize these resources.

 The findings of this study have significant implications for English language instruction for 7th-grade students, as well as for curriculum design, teacher training, and the integration of technology in language education.
 Firstly, the positive impact observed in students' pronunciation, reading, and writing skills highlights the potential of multimedia-based teaching methods and online platforms as effective tools for language learning. By incorporating interactive elements, authentic materials, and targeted feedback, these interventions create an engaging and dynamic learning environment that enhances students' language acquisition.
 The integration of multimedia resources and technology in language instruction has transformative implications for curriculum design. Educators and curriculum designers can incorporate these tools to augment traditional teaching approaches, ensuring that the curriculum aligns with the needs and preferences of 7th-grade students. It is essential to strike a balance between traditional pedagogical practices and innovative multimedia-based approaches to provide a well-rounded language learning experience.
 Furthermore, effective teacher training programs are necessary to equip educators with the skills and knowledge required to effectively utilize multimedia tools and online platforms in their classrooms. Professional development workshops and courses should focus on familiarizing teachers with the latest technologies, guiding them in the creation and integration of multimedia resources, and facilitating their understanding of best practices for instructing language skills using these tools.
 The integration of multimedia resources also presents opportunities for personalized and differentiated instruction. With the flexibility of online platforms, teachers can tailor activities, materials, and assessments to cater to individual students' needs, learning styles, and levels of proficiency. This adaptation promotes inclusivity, as it allows for individualized support and accommodations for students with diverse learning abilities.
 Furthermore, the findings emphasize the importance of engaging and motivating students in the language learning process. Multimedia-based teaching methods and online platforms provide opportunities for active participation, fostering students' intrinsic motivation and enjoyment of the learning experience. This engagement leads to improved language outcomes and a positive attitude towards learning English.
 However, the successful integration of multimedia resources and online platforms requires careful consideration of access to technology and resources. Schools and educational institutions must ensure that all students can benefit from these interventions, regardless of their socio-economic backgrounds or access to technology at home. Equity in access to technology is crucial to ensuring that all students have an equal opportunity to engage with and benefit from multimedia-based language instruction.

 In conclusion, the findings of this study support the integration of multimedia-based teaching methods and the use of online platforms of didactic resources to enhance English language instruction for 7th-grade students. These interventions have the potential to improve students’ pronunciation accuracy, reading comprehension, and writing proficiency, while also promoting engagement and motivation in the language learning process. The implications of this study extend to curriculum design, teacher training, and considerations of equitable access to technology. By leveraging multimedia resources and technology, educators can create dynamic and effective language learning experiences that cater to the diverse needs of 7th-grade learners.

**Conclusion:**

 The implementation of multimedia-based teaching methods and the provision of an online platform of didactic resources in English for 7th-grade students have shown positive outcomes in improving pronunciation, reading, and writing skills. The integration of these resources creates an engaging and interactive learning environment, fostering students' language acquisition and overall language proficiency. By leveraging multimedia and technology, educators can create effective English language learning experiences that cater to the diverse needs of 7th-grade students.

 This study has highlighted the efficacy of multimedia-based teaching methods and the integration of an online platform of didactic resources in enhancing English language instruction for 7th-grade students. The findings underscore the positive impact of these interventions on students' pronunciation, reading, and writing skills, as well as their engagement and motivation in the language learning process.
 By incorporating multimedia tools such as videos, audio recordings, and interactive exercises, educators can create a dynamic and immersive learning environment that fosters language acquisition. The use of an online platform specifically designed to provide access to a range of didactic resources further enhances students' learning experiences and facilitates personalized instruction.
 These findings have important implications for language curriculum design, emphasizing the need for a balance between traditional approaches and innovative multimedia-based methods. Curricula should be designed to integrate these resources and technologies, allowing for the development of crucial language skills while promoting engagement and motivation.
 Additionally, teacher training programs need to prioritize the development of educators' technological competence and pedagogical skills in utilizing multimedia resources effectively. Continuous professional development opportunities should be provided, enabling teachers to adapt their instructional practices and effectively leverage these tools to enhance students' language learning experiences.
 Furthermore, the integration of multimedia resources and online platforms in language instruction necessitates considerations of equity and access. Ensuring that all students have equal opportunities to engage with these resources, regardless of their socio-economic backgrounds or access to technology, is crucial for inclusive education.
 In conclusion, the integration of multimedia-based teaching methods and an online platform of didactic resources offers promising avenues for enhancing English language instruction for 7th-grade students. These approaches have the potential to improve students' pronunciation, reading, and writing skills while fostering engagement and motivation. By developing curated multimedia resources, designing technology-enhanced activities, and providing teachers with appropriate training, educators can effectively leverage these tools to create engaging and effective language learning environments for 7th-grade learners.

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