

THE ROLE AND PLACE OF VISUAL AIDS AND PRESENTATION IN IMPROVING THE EFFECTIVENESS OF TEACHING A FOREIGN LANGUAGE

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Annotation

Visual aids plays a huge role in teaching process. Teacher without visual aids is seemed as unarmed soldier in the war. This article provides the aspects of language from a range of perspectives, touching on a number of fundamental issues, notably the presentation and variation in visual properties across languages.

Keywords: Audio-visual, learning outcome, STEM, power point presentation, effectiveness in teaching, insufficient methodological readiness of teachers.

Introduction

The increasing growth of economics requires the nations to learn English language which is considered as Lingua-Franca in the world. At the same time at present, the moral formation of the younger generation is of particular relevance. The solution to this problem largely depends on the quality of the professional and pedagogical activities of teachers. The importance of the problem of professional and pedagogical training of future teachers of English in the moral education of school children follows from the adoption of a number of state documents, acts and laws in the Republic of Uzbekistan. There is no doubt that teaching foreign language efficiently requires more effort along with a wide range of teaching techniques, methods such as implying visual aids, presentation. learning outcomes.. Not only foreign to the modern specialist knowing the language, but also everyday and how much in the field of professional communication it is also required to be able to use it effectively. One of the linguists, Rao (2006) stated that nowadays, teaching became a complex process due to the age of science and technology which has enter the field of education to make it accessible. The class room is to be just like the laboratory where different hard wares and soft wares are used to teach the students; undoubtedly, audio-visual aids are devices, technique which is used in the class room to encourage learning. It is integrated process of teaching Lestage (2009) integrating technology in to the classroom begins

when a teacher prepare lessons that use technology in meaningful and relevant ways. Use of audio-visual aids gives scope for innovative and creative practices in the classroom. Audio-visual aids, teaching aids, instructional or teaching materials are same; these are projected (OHP, transparencies sheets, opaque and slide projector, film, film stripes etc.) , non-projected (maps, charts, globes, flash cards, posters, graphs, cartoon, news papers, comic strips, dimensional aids, models, display and bulletin boards etc.) and activity aids (field trips, excursion, exhibitions, museums, demonstrations and dramatization). On the other hand Ode (2014) stated that teaching and learning take place when an individual has direct experience with the subject under study, in order to learn best by doing; it is because attention, motivation, concentration and retention of facts are enhances through the use of audio-visual materials.

Recent studies have shown that when creating nationally oriented textbooks, it is important to take into account the national and cultural traditions of students. Our observations and questioning of students showed that the process of teaching the Russian language in Iran has a number of negative features. We consider the following features of the organization of the educational process to be preferable: Active use of technical and visual teaching aids (drawings, diagrams, tables) for the purpose of visualizing educational material, semantization, etc., Presence of a large number of training exercises that are checked by the teacher.

A visual representation of the elements other culture - paintings, photographs, maps. The leading role in the organization of the educational process, as surveys show, belongs to the teacher. Thus, we have analyzed the basic requirements for a nationally-oriented textbook, which should be based on various foundations: The communicative basis, which consists of their language functions, communicative competencies, communicative goals and objectives, texts for assimilation, tasks and exercises. Methodological basis, which is built on methodological approaches and techniques that ensure the formation of communicative competence. Language experiences a higher rate of teacher's assistance and energy than teaching STEM. Since when knowledge giver is more armed with the diverse range of methods, approach, more likely to get the point they desire. Not only learners need to acquire knowledge with text-based knowledge material, in other words, axiomatic, but also they do look forward to having more beneficial, interesting lesson. The former method is considered as out of date, that is why teacher implies authentic materials, as it is required by the advent of the society.

Nevertheless, whether teaching foreign language or any other academic subjects such as geography demonstrating the lesson with authentic materials along with colourful handout or worksheet, literature, learners are expected to focus on learning materials and more probability to remember for a long time.

The study on improving the efficiency of teaching foreign language to university students by means of visualization showed the relevance of the problem, its complexity and diversity, made it possible to draw a conclusion about the scientific viability of the hypothesis put forward, as well as to formulate the main theoretical conclusions.

The need of modern society for specialists who speak foreign languages confidently requires further improvement in the effectiveness of teaching university students a foreign language. Additional opportunities to improve the efficiency of this process open visual aids. An analysis of theoretical and applied research allows us to state that this problem in science and practice has a long history and numerous approaches to its understanding have been formed (procedural, activity, resultative, cognitive, structural-functional, communicative, etc.).

The organization of the process of using visual aids in the course of teaching university students a foreign language is a systematic and controlled implementation of a set of didactic visual aids and methods of their presentation (demonstration), which allows teachers to improve the quality of teaching, and students - the effectiveness of educational and cognitive activities in mastering a foreign language.

An analysis of scientific sources shows that the search for psychological and pedagogical opportunities to increase the effectiveness of teaching students a foreign language has been going on for a long time. There are certain achievements in this direction: author's methods and pedagogical technologies of rooted learning have been created, innovative models of mastering a professionally oriented foreign language by students have been tested, the features of creating teaching materials in a foreign language using modern information educational technologies have been studied. The importance of studying the issues of increasing the effectiveness of teaching university students a foreign language by means of visualization lies in the fact that the principle of visualization is one of the fundamental ones in general didactics. As a rule, not a single training session can do without the use of visual teaching aids. However, the use of visualization in private didactics - teaching foreign languages to students of higher education - remains a poorly studied and insufficiently implemented phenomenon in pedagogical theory and practice. Surveys of more than 450 teachers and students, attending more than 70 foreign language classes showed that only a little more than 17% of teachers use modern visual aids. The main reasons for such an insignificant use of modern visual aids in universities are the absence of these aids in the departments of foreign languages, the insufficient methodological readiness of teachers to use them. According to the latest research, scientist found out that the student who wrote the notes during colourful presentation, got the highest score among the others (who just sat listening to the monotonous lecture).

Visual aids, when integrated into the lesson plan through media, attract students' attention to the topic presented in the class, enhance and facilitate comprehension of grammar and language, increase students' motivation, as well as help students to

memorize the new vocabulary and structures. In addition to that visual aids help teachers establish, explain, connect, and associate ideas and concepts to make the process of learning more interesting, enjoyable, and effective. Some of the benefits visual aids provide for teaching and learning include: helping inspire students to study more effectively.

Taking into consideration, the usage of power presentation is becoming more rapidly growth. When it comes to find out originality of power point presentation, power point presentation is used to present information in an organized manner to an individual or group. Using clip art, sound clips, movie clips, graphs, organization charts, imported web screens, and many other features, you can easily create a presentation that will impress your audience and convey your message clearly and professionally.

According to Jones, Power point is very good tool for enhance the effectiveness of teaching and learning process (sirazi et al 2013). Therefore, it would not be out of place to explore such an instructional medium in technical drawing of basic technology at the junior secondary level. It is a presentation program created by Robert Gaskins and Dennis Austin at Forethought Inc. released on April 20, 1987. Power point (PPT) is a powerful, easy-to-use presentation graphics software program that allows you to create professional-looking electronic slideshows.

On one hand, the presentation has six types followings: Informative Presentations is mostly used in teaching process, Instructive Presentations, Persuasive Presentations is used in business to illustrate the advertisement, motivational presentations is designed in psychology, and others Decision-making Presentations, progress Presentations. What stand out from the statements, the power point presentation was originally developed for commercial and business purpose. Nevertheless, the advent of technology, the function of the power point presentation has been enhanced therefore used in teaching process as it offers a multimodel approach along with it is suitable for different learning preference such as auditory, kinesthetic, visual learners and writing, reading learners, through the projection of color, images, video for visual mode, sound and music for the auditory mode, text and writing prompts for reading and writing skills, what is more it never requires mono action but demands interactive slides that ask students to do something.

In conclusion, showing students visual images, such as maps, charts, graphs, photographs and pictures of people can help students get excited about a particular topic. When students are able to see a photograph of a famous explorer, for example, they're more likely to be engaged in finding out more about his contributions to history. This is also true for special-needs students, such as those on the autism spectrum, who often learn visually and have more trouble becoming engaged in a general classroom setting, according to Alyson Harris, writing for the Johns Hopkins School of Education. In an ever-increasing technological world, schools must be prepared to help students learn how to use technology. Visual aids can help accomplish

that goal. Many classrooms are installing interactive whiteboards, which show images, charts and graphs, but also allow students to move things around and touch items to learn more. PowerPoint presentations are a computer-generated visual aid that allows teachers to show photographs and other images to enhance a topic. Students can also use PowerPoint technology to prepare reports and presentations to share in class. Teachers can also bring in the Internet by showing video clips and pictures to enhance classroom instruction. (<https://classroom.synonym.com/types-audiovisual-aids-used-teaching-5108016.html>)

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