

THE EFFECTIVENESS OF THE USE OF VISUAL MATERIALS IN ENGLISH LESSONS

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Annotation

The article reveals the concept of visualization, its role and place in the process of teaching a foreign language. Definitions of various functions and varieties of visual materials are given. It is concluded that the use of various kinds of visual materials leads to better assimilation and memorization of information.

Keywords: visualization, abstract thinking, semantization, visual perception, illustrations.

The use of visual materials in English lessons can contribute to better memorization and assimilation of new information. And also this approach to learning will be a kind of motivation for students to learn the language even more deeply. Nowadays, thanks to the development of technology, teachers have more opportunities to make the lesson even more interesting and entertaining. Audio and video materials are of great importance in order to interest students and increase their knowledge.

Our adult generation may remember that a few decades ago they studied foreign languages and, in general, other subjects only by books, and studying only by books can not give good results. However, now teachers can use modern methods and approaches to teaching a foreign language, using various visual materials such as a projector, illustrations, videos, diagrams, posters, presentations. With the help of which you can achieve a better understanding and memorization of the topic, since students will have something to associate the knowledge gained. Moreover, since many people are "visual learners", the role of visual materials becomes even more important in the learning process.

It is worth noting that there are quite a few advantages of visual materials, namely:

- they help to convey the general meaning, while the word itself cannot;
- helps students analyze information correctly;

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- makes it possible to link the information received into a holistic picture;
 - helps to quickly understand a large amount of information;
 - the learning process becomes more interesting;
 - develops visual imagination;
 - easy perception of information;
 - development of critical thinking, imaginative representation of knowledge and visual perception;
 - detailed illustration of the topic;
 - with the help of them, information is remembered for a long time.

J. Bamford argues that visual literacy is the best way to "receive information, form knowledge and achieve successful results in education."

Visibility is a support in the learning process on the didactic principle of visibility, according to which learning is based on specific images directly perceived by students [1, p. 58].

If the student has the necessary figurative representations, they should be used to form concepts and develop abstract thinking of the student.

In the process of teaching a foreign language, the main means of transmitting information is certainly texts. However, visual objects are the most important source of information. After all, vision is the dominant feeling in learning, more than 80% of the information we receive is processed by our visual system. And the remaining 20% of the information we receive through the organs of hearing, but nevertheless this information can be lost, since a person's thoughts flow much faster and thus the probability of remembering what you heard is very low.

Teachers and methodologists such as E. I. Pasov, K. D. Ushinsky, E. Y. Protasova, G. V. Rogova, Artemov V. L., Comenius A. Y. made a significant contribution to the study of the possibility and necessity of using visualization in the classroom at school.

The term "visualization" means changing the form of presentation of information without violating its content, that is, systematizing and ordering the material for its presentation in graphic or other form [2, p. 650].

The combination of words and visualizations is one of the most common phenomena in modern educational practice. Learning tasks are better solved when the use of language is based on students' direct perception of objects, processes and their images. When combining verbal treatment with the use of visual means, mental activity is characterized by a combination of direct perception and the conceptual apparatus of thinking.

Pictures can be used to semanticize new words, as a visual representation of complex words. The biggest advantage of images is this representational function. With the help of which it becomes possible to consider in detail the daily life of the country under study, which consistently contributes to the development of foreign communicative

competence. Images can not only simplify the understanding of text, but also replace it. And in this case, the image is easier to perceive than the text, where there are many unfamiliar words and grammatical structures.

Visualizations help organize students' activities to stabilize attention and focus. The value of the sensory-visual presentation of the material lies in the fact that it mobilizes the mental activity of the student. Awakens interest in foreign language classes and reduces fatigue...

Memory is also important in learning a foreign language. All types of memory development are associated with the use of visualization in learning. Visualization provides a correct understanding of the material, serves as a support for auditory perception, creates conditions for practical application.

The principle of visualization of learning is one of the most intuitive principles of learning and is based on the nature of the process of perception, comprehension and generalization of the material by students.

Visualization affects the emotional side of the student's personality. It is known that the organ of vision is more sensitive. "It is better to see once than to hear a hundred times," says a Russian proverb. The "ability" of the organ of vision to receive information is five times greater than that of the organ of hearing. This information is easily, quickly and permanently imprinted in the memory of a person. The use of visualization in combination with the words of the teacher contributes to a more solid assimilation of the material.

Visual aids help us create images and representations, and thinking turns these representations into concepts. Illustrations contribute to the development of attention, observation, aesthetic sense, culture of thinking, memory, increase interest in learning a foreign language.

Visual materials have many functions. The first function of visualization is informational, carried out through various means of visual learning by influencing cognitive processes. This is manifested in the influence on the assimilation of knowledge. - comprehension, comprehension of the material by activating thought, - memorization, i.e. catching and memorizing incoming information; Different types of visual learning can increase the number of sources of information in two ways: - a visual learning tool as the main source of information. - Visual educational materials as visual and descriptive material.

The second function of visibility is educational (cognitive activity of students). The logic of the choice, order and presentation of visual material affects perception, understanding and memory. It is possible to influence the learning process of the student through the manual with the help of the teacher's words. This allows you to formulate educational tasks and involve students in active cognitive processes.

The third function of visualization in education is educational. Visual aids can have a strong emotional impact on students [3, p. 22].

With the help of visual aids, you can easily and quickly establish mental connections between English words denoting concepts, with images of objects and phenomena, as well as with images of objects that are perceived at the moment.

The principle of visibility occupies an important place among other tools that can organize the process of successful learning English.

References

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