

USING PICTURES IN TEACHING ENGLISH TO STUDENTS IN UZBEKISTAN

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Abstract

Audio-visual helps have been one of the foremost persuasive sources in educating and learning an obscure dialect. The utilization of pictures found in course readings has incredible suggestions for instructing and learning the English dialect to non-natives. The current consideration pointed to investigating the utilization of pictures in reading material to educate the English dialect in essential schools in the Uzbekistan urban setting. The analysts, taking after the standards of subjective inquiry, utilized lesson perceptions and interviews to collect information. The discoveries of the think about repeated that the utilization of pictures in dialect instructing is very supportive; in any case, the instructors beneath perception, regularly, did not make use of pictures found within the reading material to instruct the English dialect. The instructors can make their addresses and classroom exercises more enthusiastic, interesting, and productive by utilizing the pictures found within the course readings they utilize to educate the English dialect.

KEYWORDS

Audio, visual aids, ELT, English language, Pictures, Textbooks, Young learners

Introduction

Dialects have been taught and learned to communicate with individuals past one's etymological community for centuries. The dialects with social, political, instructive, and financial significance get more gathering of people than those incapable of offering anything to their learners. In this situation, the English dialect has been one of the foremost-craved dialects in the world.

The word 'audio' is related to the tuning in methodology and the word 'visual' is related to the visual methodology, meaning 'eyes'. Audial Helps offers assistance in giving a presentation to the talked frame of the dialect and on the other hand Visual Helps offers assistance in giving an outline of what is being instructed and clarified, these help quicken learning and offer assistance to the learners to appreciate the dialect

compellingly. Therefore, the hardware and materials, which are utilized to assist the learners to memorize something, simply are called 'audio-visual aids'.

Two sorts of help are utilized in dialect instructing; these are Visual Aids and Audial Help. Visual Help is the materials or sorts of gear that are utilized to appear the question within the nonattendance of it, for the occasion, a picture of an elephant substitutes the genuine elephant. So Visual Help is various, a few of them are tv, video player, pictures, flash-cards, etc., these help the instructor to substitute real-life objects with the assistance of any of the over given visual help.

Pictures are one of the foremost valuable and cheapest visual help. A picture can supplant an entire clarification around a thing, put, or individual. A picture speaks to the genuine protest with its all quintessence and symbolizes the question, individual, or put, that it is outlining, in a distinctive way. Pictures are very convenient visual that help to utilize to educate dialect components, particularly youthful learners. Youthful learners are exceptionally affectionate in looking at pictures and this leads them to memorize dialect things straightforwardly and successfully¹. The instructor can get pictures from several sources, like magazines, daily papers, the web, etc., but the foremost accommodating and important pictures one can get are from the reading material. These pictures can be successfully utilized within the classroom to educate the target dialect to youthful learners. However, unfortunately, instructors make exceptionally less utilize of pictures for dialect education to youthful learners. The analysts have watched that most dialect instructors do not utilize pictures from course readings for the instructing of diverse dialect components due to this their execution is some of the time unsuitable. For this study, the Primary Creator went to two schools in an urban setting of Pakistan to investigate how the dialect instructors were utilizing pictures given within the reading material for dialect instructing.

After completing the investigation and analyzing the information, the analysts have suggested a few ways to make strides in dialect instructing, and strategy, with the assistance of pictures found in the reading material. These proposals are based on course perceptions, and casual interviews, which have been conducted by the analyst amid the inquiry². Hence, the ponder pointed to investigating how the dialect instructors utilized pictures, given within the reading material, for dialect instructing at the essential level in Pakistan, and how it made a difference to preserve learners' inspiration in learning.

¹ Ahmed, A.O.A. (2018). EFL Teachers' and Students' Approaches in Using Teaching Aids: A Case Study. *Arab World English Journal*, 4(4), 109–124. <https://doi.org/10.24093/awej/call4.8>

² Aljuhani, R. S., & Maroon, N. (2019). Investigating EFL Students' Attitude toward the Use of Visual Aids in English Lectures. *Journal of Applied Linguistics and Language Research*, 6(6), 30–36.

Literature Review

A course reading, having pictures, is considered a crucial component in dialect instructing and learning, because it gives a guide for the instructor and the learners. It is exceptionally basic for all learners, but especially for youthful learners, who are incapable to memorize anything without watching or having exposure to the exceptional thing that they are to memorize.

One cannot deny the significance of pictures in a course reading within the educating and learning of a dialect. It is exceptionally fundamental for dialect education at the essential level since reading materials are a kind of visual help for youthful learners. Writing appears that “in early arrange of dialect learning the course reading ought to be respected as a frame of visual help whose essential work is to strengthen what has been learned orally”. Therefore, the course readings offer exhortation to the understudies whether they are at domestic or at school, within the classroom, with or without the instructor, as they can recall what they have learned within the classroom by looking at the pictures or the content. The utilization of reading material is pivotal within the classroom as well, when students have their course readings with them, they depend on them to take after the teacher's enlightening and interface the data s/he has shared orally with them. “It has got to be acknowledged that numerous learners...learn less successfully in case they are denied of the composed shape of the language”. Therefore, the course reading makes a difference in enhancing the chances of success in learning a dialect.

The course reading utilized to instruct youthful learners contains several pictorial outlines, which illustrate several objects. On the off chance that a word incorporates a pictorial outline within the course reading, the instructor can utilize it without wastage time for viable dialect education. In addition, the viable utilization of pictures makes the lesson exuberant and curious, which spurs and stimulates intrigued within the youthful learners. Concurring to Mueen, “They [pictures] make learning easy and more enjoyable”. Pictures make learning simply for both the instructor and understudies, in expansion; the maintenance of data is very long-lasting. On the off chance, that an instructor keeps clarifying things in words it would be dull and monotonous for the understudies and viable learning may not take put. Rather than words on the off chance that the instructor misuses the pictures given within the reading material for instructing certain syntactic structures or lexicon things, it can make the errand simple as well as curious.

The course reading, which is designed for youthful learners, is formulated with great care and arrangement. They generally have a bounty of visual help, i.e., pictures, drawings, portraits, etc., to instruct lexicon and syntactic structures to youthful learners. Therefore, the course reading which is outlined for youthful learners contains several visual outlines within the shape of pictures and pictures. In case a word encompasses a pictorial outline of it within the reading material, at that point, the educator can utilize it without squandering time for compelling dialect instructing. In this manner, the successful utilization of pictures makes the lesson exuberant and curious and makes learning simple for both instructors and understudies.

If an educator keeps clarifying the substance of the course in words, it might make the lesson dull and viable learning may not take place. Since “their understanding comes not from clarification, but too from what they see”. Subsequently on the off chance that the educator rather than giving tedious clarifications, if he abuses the pictures, found in their reading material, s/he can effortlessly accomplish the goals of the lesson.

As the human intellect is more slanted towards the visual methodology to perceive things superbly, within the same way, the visual helps, which are given within the course reading for youthful learners, play a very imperative part to fulfill the necessity of learning something comprehensively. Since the pictures offer assistance in learning the concept or thought in question perfectly, in the same way, they too offer assistance in persuading and stimulating intrigued youthful learners to memorize the unused dialect things. A few of the variables, of utilizing pictures for dialect education, are given underneath with clarifications.

We, as human creatures, learn things better by experiencing them. We see things and objects around us through our five faculties, for occurrence by looking, touching, tasting, or hearing. If the marvel or question in address fulfills the prerequisites of any one of these faculties, human creatures learn it effortlessly and in a distant better; a much better; a higher; a stronger; an improved” > a much better way, hence pictures fulfill the requirement of one’s visual methodology in this way, one learns such things exceptionally effectively. They, pictures, are broadly utilized for passing on meaning and are especially valuable for educating concrete things of lexicon such as nourishment or furniture, and certain regions of lexicon such as places, callings, and depictions of individuals, activities, and exercises. The reading material for youthful learners is planned carefully keeping in see their age, intrigue, and intellectual level. As children are generally pulled in by visual help so creators utilize as numerous pictures as conceivable to form the textbook curiously and simply to hold their consideration. Those pictures are utilized to communicate implications and educate concrete lexicon things. This pictorial representation of the thing or object in address makes the meaning self-evident and clear to the youthful learners and makes the work of the instructor simple, additionally, the learners can retain the information for a longer period³

Dialect instructors get the significance of pictures given within the reading material, but when they come into the lesson, they in some cases disregard to utilize the pictures, hence, they ought to “stop thinking about ...[they are] educating for a couple of minutes and think approximately the picture and what ...[they] feel approximately it”. The educator ought to not continuously go for the portrayal of the linguistic structures or other dialect components, particularly with youthful learners, or maybe s/he ought to think approximately what s/he feels around the pictures and how s/he can lock in the learners with the pictures. The analysts have experienced that when they were in school their instructors gave exceptionally

³ Ashaver, D., & Igyuve, S.M. (2013). The Use of Audio-Visual Materials in the Teaching and Learning Processes in Colleges of Education in Benue State-Nigeria. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 1(6), 44–55. <https://doi.org/10.9790/7388-0164455>

less significance to the pictures found in course readings and did not relate those pictures with the real-world setting. Their instructors took exceptionally less advantage of this accommodating visual help.

The analysts accept that if a teacher(s) employs pictures given in a course reading to abuse the dialect things, s/he can bring an extreme alter in language instructing and dialect learning, as the pictures given in the reading material offer assistance to the teacher(s) to bring imagination among the learners, and they empower and lock in the learners to pay full consideration to the given task(s). The utilization of pictures from the course reading too kills dullness within the lesson and makes the classroom activities lively.

Material and Methods

The analysts utilized a subjective approach for this investigation. The subjective approach of investigation centers on the examination of subjective information and the other hand the center of the quantitative approach is on the examination of objective information. The think about was conducted in two open-segment schools in an urban setting in Pakistan. This consideration was primarily based on classroom perceptions and casual interviews. The analysts utilized semi-structured interviews, and classroom perceptions to gather the information. The analysts paid five visits to each of the schools in association with the interviews and perceptions. A add up to six interviews (three with each of the instructors) and ten perceptions (five in each classroom) were carried out.

Information examination was a persistent preparation amid the information collection. The analysts utilized topical investigation to create the inquiry about the report. All the meet data were transcribed at first and after that coded beneath different areas and sub-sections. The qualitative nature of the consideration empowered the analysts to urge an insider to see and create wealthy and in-depth information for the analysis. Data from two distinctive sources made a difference for the analysts to triangulate the discoveries and preserve the thoroughness and reliability of the discoveries. The analysts took after the moral rules and contemplations of social science investigations. The teachers' support was intentional. Secrecy and privacy of the information, person instructors, and their schools were kept up in all regards amid the information collection, examination, and detailing.

Results and Discussion

This segment presents the discoveries of the think. The discoveries incorporate teachers' recognition of the utilization of pictures in education, the benefits of the use of pictures, and issues related to them.

The Theory Practice Gap

The instructors within the ponder seen the reality that the pictures found within the course reading for young learners are exceptionally supportive for dialect educating, but amid classroom perceptions, the analysts watched that they had not been utilizing those pictures frequently within the classrooms.

An educator clarified: Pictures are great assets for clarifying the concepts to understudies. Most of the reading material at the essential level has pictures in them. They offer assistance in clarifying concepts. Pictures also enhance children's inspiration and intrigue. It depends upon the instructors to utilize the pictures.

Another educator specified: I have seen that when we utilize pictures within the classrooms, children get propelled and take portion in discourses. Not as it were the pictures within the reading material but moreover the charts help in educating. I attempt to lock in understudies in discourses through pictures.

The educator encourages clarification: For occurrence, on the off chance that I instruct the word 'zoo' and there's no picture either in hand or within the course reading, the understudies may not get the concept of a zoo. As most of the understudies never have been to a zoo. In this way, at whatever point I utilize a picture of a zoo, I make them get the concept. It is to specify that the analysts collected information concerning the utilization of pictures found within the course reading utilized for instructing the English dialect to youthful learners.

In any case, after analyzing the perception information it was found that the instructors within the study did not regularly utilize pictures found within the reading material for the educating of the English language to youthful learners at the essential level.

Utilize of Pictures Expanded Learners' Motivation

The researchers observed that children were truly exceptionally fascinated by the pictures found within the course reading and they took portions exceptionally excitedly in each action in which the instructors utilized the pictures found within the reading material. After the perceptions, the researcher asked some questions from the children almost the pictures found in their course readings⁴. They told him that they liked the pictures found in their reading material and they delighted in taking portion within the exercises in which the instructors utilized any picture within the classroom. The analysts watched that the instructors some of the time made utilize of pictures for dialect education, but they did not effectively misuse them.

An understudy notices:

I like pictures exceptionally much! In some cases, I draw pictures. I draw pictures of my domestic, my school, and the trees. at whatever point I see pictures in the books, I get energized. Our classroom has a few charts of winged creatures etc. I like them.

⁴ Asma, L. (2016). The Impact of Using the Audiovisual Aid to Improve Students' Speaking Skill: The Third-Year Third Year Students of English at the Mohamed Kheider University of Biskra [Thesis]. University of Biskra.

Another student expressed!

I wish all of our books could have pictures in them. One day our educator appeared us pictures and inquired numerous questions almost them. We were delighted in replying to the questions. I just like the colors within the pictures. I like blossoms and I just like the pictures of blooms in books.

The youthful learners moreover specified to the researcher that when instructors appear something like pictures or realia they appreciate those class activities more as compared to those exercises where pictures are not utilized. In this way, it was found that understudies get more intrigued in educating and perusing when the textbooks have pictures in them. They appreciate talking about the pictures and additionally drawing pictures concurring with their interface.

Compelling utilize of Pictures within the Classrooms

The analysts conclude that pictures can bring a genuine world interior the classrooms. The instructors saw that when the pictures are related to the content the classroom environment gets to be energetic, and successful learning takes put. They communicated that the pictures gave an awesome presentation to such things which are not conceivable to be brought interior the classroom, for the occasion, the ocean or shoreline, etc. In this way, pictures can donate presentations to an expansive number of objects, things, places, or individuals, which are not conceivable to be brought into the classroom. They advance specified that when the instructor did not utilize pictures and went through a parcel of time clarifying things verbally, which got to be tedious for both the instructor and understudies.

On the other hand, when the educator utilized pictures for such exercises, the job of the instructor got to be simpler and the reason for the lesson was effortlessly accomplished. The researcher's classroom perceptions moreover strengthened the thought. For instance, one of the instructors was to educate the word 'train' so she appeared the picture found within the reading material that did not take much time for the understudies to get the meaning of the word. The analysts accept that the dialect educator at the primary level can misuse pictures from course readings to instruct the English dialect legitimately. Another educator utilized the picture of a village setting from the reading material. Through the picture, the educator clarified town life. Nevertheless, it might have been more curious if the educator seems have inquired questions from the understudies approximately what they could see in the picture. The teacher could have created a couple of questions to inquire to inspire reactions from the understudies. Hence, it is to conclude that instructors need guidance and proficient preparation to use pictures successfully and proficiently in the classrooms. To conclude, the analysts found that the instructors were not appropriately prepared, and they did not know how to utilize them (pictures) in a successful way. Both of the instructors made utilize of pictures for a very brief time to relate them to the genuine world, but they might not use the pictures viably for the educating of dialect things. At whatever point they used the pictures the students took portion in the activities very enthusiastically, but when the instructors depended as it were on verbal explanations the youthful learners lost intrigue.

The pictures (found within the course reading) might be utilized as successful devices for changing information. The utilization of pictures eliminates monotony within the lesson by bringing a dynamic and exuberant air to the classroom. Discoveries appear that learning with pictures increases learners' inspiration towards learning and holding information for a longer period. As pictures allow an all-encompassing understanding of genuine objects or the genuine world in a brief period by making the exceptional concept or object clear to youthful learners. The utilization of pictures requires lesser effort on the portion of the instructor as well as on the portion of the learners. In any case, when instructors do not have pictures (either magazine or streak card pictures, etc.,) they got to depend exclusively on longwinded explanations which either make the classes dull or make boredom and makes the learners befuddled around the question or idea beneath dialog. Consequently, on the off chance that the instructors as it were depend on longwinded clarifications, they may not make an exuberant and dynamic classroom setting. On the other hand, in case they utilize pictures they can clarify things successfully. In this way, the utilization of pictures features an extraordinary impact on the instructing and learning of a dialect.

The youthful learners cannot adhere to the cement for long as they regularly are diverted, they request oddity and something striking that they can detect, and then they get prepared to memorize the assignments in address. On the off chance, that the educator gives something to see the youthful learners they really enjoy doing the assignments and they react exceptionally quickly and enthusiastically. The utilization of pictures from their textbook stimulates intrigue in them and they are spurred to memorize anything the educator is going to instruct. The pictures pull in the attention of youthful learners and in this way, they compellingly learn the dialect components, which makes them able of holding the knowledge in their minds for a longer period.

The utilization of pictures could be a bit specialized. The instructor ought to know when, where, and how to use pictures for teaching a specific dialect component. If s/he is capable, and sufficient to exploit the pictures successfully at that point educating and learning end up fun. As pictures require less clarification and less exertion on the portion of the teacher to clarify and as well as on the portion of the understudies to get it. Mostly in instructing both the educator and the understudies ought to experience parts of the effort to memorize something, here 'much exertion great result' is the trademark but on the other hand, the utilization of pictures inverts this trademark into 'less exertion way better result' which is genuine. The educator fair appears the picture and asks the students to interpret (in most cases) and if they cannot interpret the real message or meaning of the picture at that point the teacher gives clues or sometimes a brief clarification which ordinarily suffices, and understudies don't get to ask for more clarification of the picture in address.

A concept holds in one's intellect when one sees the thing oneself with one's claim eyes or if one encounters it. Hence, the information or data holds or remains in one's memory of what one has experienced. A learner cannot encounter or see real objects all the time, but one can get outlines or pictures of them which fulfill the ought to know approximately them. Pictures do this work exceptionally effectively and their utilization makes a difference in the learners

to memorize and memorize concepts, objects, or things proficiently. Pictures not as it were offer assistance to hold knowledge but moreover offer assistance in exchanging the meaning or information to others very effectively and successfully. We can call the pictures to be a sort of information exchange device, which is exceptionally valuable and imperative in dialect education, particularly to youthful learners.

Conclusion

Pictures within the reading material are extraordinary assets for language instructors. It is not conceivable for teachers to bring each and everything within the course for the exhibit. They can bring a few of the things as regalia. In any case, a few of the things are outlandish to be brought into the classrooms, for case, a commercial center, an elephant, a gallery, a transport, etc. All such things can be appeared to young learners with the assistance of vishelpels, particularly with the assistance of pictures. The course reading for youthful learners contains pictures of all these things and places, which makes the assignment simple for the educator to grant illustrations of the genuine world. As each child has his/her reading material with him/her so they can see certain pictures, which the instructor asks them to see. It moreover makes a difference for educators to preserve teaching within the course and the understudies to induce presentation to the genuine world.

This ponders, hence, found that the utilization of pictures within the essential classroom in dialect instructing increments learners' inspiration, and the classrooms ended up dynamic and vibrant. Howpondersever, it was found that teachers' claim capacity and understanding of how to utilize pictures as dialect-educating resources are crucial. In this study, the instructors by and large needed the academic information of utilizing the picture within the classrooms. Hence, it is basic to prepare instructors within the utilization of assets. Moreover, instructor instruction programs within the nation have to be centered on preparing planned instructors and asset improvement, utilization, and conservation.

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