

THE IMPORTANCE OF USING VISUAL AIDS IN THE EDUCATIONAL PROCESS

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Abstract

In this article, in foreign language teaching, drawing generalized conclusions from concrete facts with the help of visual aids, the studied aspects, texts can be quickly understood and quickly mastered, visualization is very important in foreign language classes, and the teaching process it is reported that the work is facilitated, and the demonstration method increases the ability of students to observe.

Key words: Illustration and excursion, photo painting, plot drawing, scheme, table, filmstrip, film, video film, methodology, pedagogy.

INTRODUCTION

Teaching oral speech is also one of the main practical goals of foreign language teaching in higher educational institutions. Graduates of higher educational institutions, natural and non-philological faculties, different professions, able to communicate orally in a foreign language, by reading texts in their field of specialization, they should understand the content, listen to the speech in a foreign language.

In the process of training, the issue of mastering educational material through game activities of learners E.I. Passov and M.N. It has been thoroughly studied in the studies of Methodists and psychologists such as Skatkin. The founder of the communicative technology of teaching foreign languages E.I. Passov attaches great importance to game technologies in teaching communication. In

his opinion, the game is an activity, the meaning of such activity is to teach knowledge and speech actions. M.N. According to Skatkin, before organizing any didactic game, it is important to plan in advance what goals and tasks it is intended to achieve.

It is known that demonstration is one of the main didactic principles in education. We try to use various visual aids in the educational process. The importance of the demonstration method is to encourage the learner to emotionally perceive the things and events being studied, to follow and observe them, to be sure of the unity of logical and theoretical elements, and finally to teach them to apply theoretical knowledge in practice.

Russian classical pedagogue Konstantin Dmitriyevich Ushinsky paid attention to the psychological features of childhood and attached great importance to the principle of instruction in the lesson. "Children think with shapes, colors, sounds, senses in general"; from this comes the need for instructional reading for children, "this reading is not based on abstract ideas and words, but on concrete ideas that the child directly learns," wrote Ushinsky and he justified instructional education from the point of view of psychology.

Russian classical pedagogue K.D. Ushinsky based instructional education from an epistemological point of view, he showed that the only source of our knowledge can be "experience given by external senses." He said: "These are images that we have directly acquired from the outside world, therefore, on our mental capacity and they are the only materials that work with the tool," he says. According to K. D. Ushinsky, "such an educational path, that is, from concreteness to abstraction, the path from imagination to thought is so natural and based on such clear laws of psychology, its necessity can be denied only by those who deny that education is in accordance with the requirements of human nature in general, and the nature of children in particular".

Russian classical pedagogue K.D. Ushinsky made many valuable contributions to the theoretical development of instructional education principles and their practical implementation: He presented his understanding of instructional education on a materialistic basis. In Ushinsky's understanding of prescriptiveness, an overestimation of such prescriptive education is characteristic of Comenius and cases of raising even one level and there was no formality and childishness in introducing the children to the surrounding environment. Ushinsky gave a proper place to guided education in the teaching process; he believed that instructional education is one of the conditions that ensure that students receive valuable information and develop their logical thinking .

The demonstration method in education is carried out in the form of demonstration, illustration and excursion. The use of the demonstration method in the educational process depends on the nature of the main material – content, depending on the shape and size .

If there is no condition (possibility) to show the natural state of the studied subject during training, various pictures, photo-pictures, plot pictures, diagrams, tables, slide films, motion pictures, video films, etc. can be used. The variety of visual display materials requires different methods of application. For example: Displaying objects and objects naturally is displayed in two ways.

a) at the same time the teacher is explaining the materials of the art exhibition related to the subject being taught (only the teacher shows them).

b) if the number of natural demonstration materials is sufficient, they will be given to each student.

Based on the principle of demonstrability, knowledge is given to listeners through concrete means. Demonstration method means that learners develop their ability to observe, to draw logical conclusions from observed objects and events, which increases the effectiveness of practical lessons. With the help of visual aids, generalized conclusions are drawn from concrete facts, the studied aspects and texts are quickly understood and quickly mastered. As a result of the use of pictures, slide films, films, videos, it is important for learners to think, speak, understand the texts related to their specialties, and their speech skills improve and develop. The character of the taught subject cannot always be revealed in the audience. The excursion method can be used in oral and speech training. The topic can also be shown by the method of excursion. What is studied in this method is observation of phenomena in natural conditions.

If the teacher prepares well for this exercise, writes all the new words and phrases related to this topic, explains them to the learners, writes and notes new words in the dictionary, and organizes the lesson meaningfully by writing questions and answers about it will be appropriate. The choice of methods and methods depends on the problem that the teacher intends to solve in the training. If the same methods are used in the presentation of new material, the second one is used in strengthening it, and in summarizing the topic, different methods are used. It is very important to think carefully and choose effective methods and techniques at different stages of training. Although there are many methods and methods in the work of each teacher, the goal of their application is to activate the educational work of the learner.

In short, visualization is very important in foreign language classes and facilitates the work of the teaching process. After all, reading and learning is a complex activity that requires attention and requires a sharp mind, a strong will, a clear imagination, and a strong memory. The teacher's task is to develop these qualities in students using effective methods and methods and teach them to overcome difficulties. The teacher always cares about expanding the range of thinking of the students. The task of teaching is not simply to impart knowledge to students, but to expand their horizons, increase their curiosity, and instill in them a love for the subject they teach. The effectiveness of the training process depends on how well the activities of the teacher, directed to the organization and management of educational activities, are planned and how this plan is implemented.

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