

# The Role of Visual Aids in Teaching Russian as a Foreign Language

---

**Bakhramova M. M.**<sup>1</sup>, **Tohirova M. A.**<sup>2</sup>

<sup>1</sup> Doctor of Philosophy (PhD) senior lecturer

<sup>2</sup> 4th year student, Ferghana State University

---

## Abstract:

Russian studies the use of visual aids in teaching, as they play a key role in the process of mastering the Russian language, discusses various types of visual aids and their impact on the effectiveness of teaching the Russian language, analyzes examples of the use of visual aids and interactive presentations in the educational process.

**Keywords:** interactive presentations, learning effectiveness, oral and written expression, methodological approaches, interactive learning, multimedia technologies, active perception, interest stimulation, psychology of learning, creative techniques.

## Introduction

In the modern educational process, visual learning tools are becoming an integral part of teaching various subjects, including the Russian language. Effective use of visual aids such as flashcards, posters, and illustrations helps students not only learn lexical and grammatical concepts, but also develop critical thinking and creativity. In addition, interactive presentations are becoming increasingly popular in the digital age, providing an opportunity for dynamic interaction between teachers and students.

Visual learning tools significantly contribute to the improvement of cognitive processes, as information presented in a visual format is perceived faster and easier to digest. In addition, they make it easier to explain complex concepts and make lessons more fun. Interactive elements such as quizzes, games, and assignments integrated into presentations promote students' active participation and increase their motivation to learn a language.

The purpose of this article is to study the role of visual aids in teaching Russian, analyze their impact on the educational process and identify best practices for using visual aids and interactive

presentations. In the course of the work, both theoretical aspects and practical examples of the use of these tools in educational activities will be considered.

In the modern world, teaching Russian, both as a native and a foreign language, requires the use of innovative approaches and techniques. One of the key aspects in this process is the use of visual aids, which contribute to a more effective assimilation of information and increase the motivation of students. In this article, we will look at the role of visual aids and interactive presentations in teaching Russian, as well as offer examples of their use to create interesting and productive activities.

Visual aids such as pictures, diagrams, video materials, and audio recordings allow students to better understand and memorize complex grammatical structures, vocabulary, and other aspects of the Russian language. They also help the teacher to adapt the material to the individual needs and learning styles of the students. Visual learning tools play a key role in learning the Russian language, as they are designed to facilitate the understanding and memorization of educational material. This part of the article will look at how visual aids and interactive presentations help achieve this. It is known from psychological research that up to 90% of information is transmitted visually.

### **1. Visual aids**

Visual aids include various materials such as tables, diagrams, flashcards, posters, and photographs. Their use has many advantages:

- **Simplification of perception:** Visual materials help to present complex grammatical rules and lexical groups in an accessible form. For example, grammar tables illustrating the declension of nouns allow students to visually see the connections between different forms of a word.
- **Increase interest:** Bright and colorful manuals make the learning process more attractive. Students, interacting with visual elements, may feel a greater desire to participate in lessons.
- **Memory development:** Creating associations between visual images and the concepts being studied contributes to better memorization. For example, using pictures to illustrate new words helps students remember their meaning.

### **2. Interactive presentations**

Interactive presentations such as PowerPoint or Prezi, Canvas are becoming increasingly popular in educational practice. They provide many opportunities for active learning.:

- **Interactivity:** The ability to ask questions, conduct surveys and include various tasks makes the learning process more dynamic. Students can receive instant feedback, which helps them to master the material better.
- **A variety of formats:** Interactive presentations can include text, images, audio and video materials, which allows you to create multifaceted and fascinating lessons. For example, videos about Russian culture can enrich students' vocabulary and help them immerse themselves in the language environment.

**Independent work:** Presentations can be used as independent tasks, allowing students to learn new material at their own pace. Interactive elements such as hyperlinks and transitions make the process more interesting and engaging.

### **3. Application examples**

In practice, thanks to visual aids, teachers can create lessons that include both explanations of new material and various activities. For example:

- Using flashcards to learn new words can be accompanied by games where students have to find pairs of words and images.
- During the lesson, you can show a presentation where the slides will show examples of the correct and incorrect use of grammatical constructions, and then offer students a discussion and group exercises.

Research data shows that students in the middle grades of secondary schools learn information more easily using graphs, diagrams, and tables. Therefore, schematic visualization, that is, the visualization we are discussing in this paper, is a very important aspect in teaching Russian grammar. However, the possibilities of the visualization phenomenon are not fully realized in the field of education and the transfer of experience to the younger generation. For productive use of the written Russian language, it is necessary to master the full range of spelling skills.

Visualization is extremely productive when learning spelling. Relying on infographics, tables and diagrams will allow students to learn spelling material faster, as well as work it out to automatism in the future. The results of research on the problem of using visualization methods and methods in the educational process allow us to conclude that there are no general concepts that would allow us to cover and present many facts accumulated in the practice of teaching and upbringing in a single system of concepts. At the same time, the development of such concepts is a voluminous and rather complex work, it should be based on a systematic approach to solving theoretical and practical problems in visualizing the educational process.

The beginning of any educational process, regardless of the discipline taught and the age category of students, is conditioned by the search for common ground between students and the teacher and the formation of mutual understanding between them, that is, building effective communication. Today, as many researchers point out, one of the main and most effective ways to build communication between students and teachers is visualization, which is necessary for students to perceive educational material at one time or another, through a complex of multiform graphical models. Graphical models make it possible to convey certain information to students in the most "high-quality" way, that is, they allow students not only to memorize information, but also to understand exactly what the teacher wanted to say and remember what he said for a long period of time, expanding this knowledge further in the context of a separate discipline and in the context of an interdisciplinary approach. In addition, this approach to learning makes it possible to form a set of theoretical and practical competencies of cognitive activity.

Visual aids, including visual aids and interactive presentations, can become an important element in the educational process when learning the Russian language. Here are some advantages of using interactive presentations:

1. Attractiveness: Interactive presentations can be more engaging and interesting for students than traditional teaching methods.
2. Interactivity: Through interactive presentations, students can be given the opportunity to learn Russian more actively, which contributes to a better assimilation of the material.
3. Flexibility: During the presentation, you can easily switch from one topic to another, which is especially useful for students who study Russian in increasing order of difficulty.
4. Effectiveness: Visual aids allow for better memorization of information and help students understand how to use words and expressions in practical situations.

Visualization in the educational process is understood as the interpretation of certain semantic forms through mental processes from word to image or from image to word. In the educational process, these are usually mutually complementary things, and it is undesirable to separate them, because this can lead to a worse assimilation of the material. Often, the ability to visualize an image,

phenomenon, object, etc. causes difficulties for a student if it cannot be borrowed from somewhere, taken ready-made. Therefore, in order to develop their ability to visualize their knowledge, and therefore present it and, as a result, understand it, teachers themselves must actively work in these systems and not prohibit, but, on the contrary, support and encourage modern approaches to creativity in the preparation of independent work, adhering to the curriculum. Currently, visualization, which is used in modern society in industry and in everyday life, is quite high-tech and therefore popular. Therefore, it is impractical to continue teaching new generations using the classical chalk—and—pointer method, but it is also impossible to overuse visualization, which will lead to other problems related to the difficulties of mental imagination. The main principle of visualization is to reduce the explanatory part in the teacher's teaching during the explanation of a particular material. This technology allows you to concentrate a significant amount of information that students need to learn and review a larger amount of material with students per unit of time, focusing not on general but more specific aspects of the topic, which in turn improves the quality of learning in general.

As noted by M.E. Likhacheva, visualization means the transformation of information about a physical phenomenon, process,

mechanism, relationship, etc. in a form that allows information to be perceived through the visual channel of information perception [14, p. 53]. Visualization in the educational process is understood as the interpretation of certain

semantic forms through mental processes from word to image or from image to word. In the educational process, these are usually mutually complementary things, and it is undesirable to separate them, because this can lead to a worse assimilation of the material. Often, the ability to visualize an image, phenomenon, object, etc. causes difficulties for a student if it cannot be borrowed from somewhere, taken ready-made. Therefore, in order to develop their ability to visualize their knowledge, and therefore present it and, as a result, understand it, teachers themselves must actively work in these systems and not prohibit, but, on the contrary, support and encourage modern approaches to creativity in the preparation of independent work, adhering to the curriculum.

Visual learning tools, including visual aids and interactive presentations, are an important tool in learning Russian. Their use contributes not only to a better perception of the educational material, but also increases the motivation and involvement of students in the learning process.

### **Literature:**

1. Babansky, Yu.K. - Language teaching technology: theoretical and practical aspects.
2. The use of visualization techniques in Russian language and literature lessons (from work experience). – [Electronic resource]. <https://infourok.ru> . – [Access mode]: [https://infourok.ru/ispolzovanie-tehnik-vizualizacii-na-urokah\\_russkogo-yazika-i-literaturi-iz-opita-raboti-3376385.html](https://infourok.ru/ispolzovanie-tehnik-vizualizacii-na-urokah_russkogo-yazika-i-literaturi-iz-opita-raboti-3376385.html)
3. Kulikova, N. I. - Visual aids in language teaching: concepts and methods.
4. Petrova, M. A. - The use of interactive technologies in teaching Russian as a foreign language.
5. Savelyeva, L. V. - Methodological recommendations for creating visual aids for teachers of the Russian language.
6. Solovyov, V. L. - Interactive technologies in teaching: from theory to practice.
7. Tikhomirov, V. O. - Visual learning: principles and practical methods.
8. Shevchenko, N. V. - Creation and use of presentations in teaching foreign languages.

9. Умарова, Наргиза Рустамовна, & Бахрамова, Мунира Мадаминовна (2022). “АЁЛ” КОНЦЕПТИНИНГ АССОЦИАЦИЯЛАРИ (Концептнинг ижтимоий, жисмоний, шахсий сифатлари). *Oriental renaissance: Innovative, educational, natural and social sciences*, 2 (10), 24-32.
10. Bahromova, M. M. (2023). “AYOL” KONSEPTOSFERASIDA GENDER MUNOSABATLARINING IFODALANISHI. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3 (9), 513-518.
11. Умарова, Наргиза Рустамовна, & Бахрамова, Мунира Мадаминовна (2022). ИССЛЕДОВАНИЕ КОНЦЕПТА КАК МНОГОМЕРНОГО МЕНТАЛЬНОГО ОБРАЗОВАНИЯ. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2 (6), 871-877.
12. Bahromova, M. M. (2023). “AYOL” KONSEPTOSFERASIDA GENDER MUNOSABATLARINING IFODALANISHI. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3 (9), 513-518.
13. Таштемирова, Замира Сатвалдиевна, & Бахрамова, М.М. (2022). ЯЗЫКОВАЯ КАРТИНА МИРА КАК ОБЪЕКТ ЛИНГВИСТИЧЕСКОГО ИССЛЕДОВАНИЯ В ЛИНГВОКУЛЬТУРОЛОГИИ. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2 (2), 548-553.
14. Rustomovna, U. N., & Madaminovna, B. M. (2022). THE STUDY OF THE CONCEPT AS A UNIT OF COGNITIVE LINGUISTICS. *Modern Journal of Social Sciences and Humanities*, 4, 66-69.
15. Бахрамова, М. М. (2021). МЕТОДОЛОГИЧЕСКИЙ АППАРАТ ЭСТЕТИКИ И ФЕНОМЕН ИНФОРМАЦИИ. *Актуальные проблемы современной науки*, (4), 33-36.
16. Бахрамова, М. М., & Исакова, Д. Т. (2023, October). ЛИНГВИСТИЧЕСКАЯ ПРИРОДА КОНЦЕПТА И КОНЦЕПТУАЛЬНОЕ ПРОСТРАНСТВО. In *INTERNATIONAL SCIENTIFIC RESEARCH CONFERENCE* (Vol. 2, No. 17, pp. 22-24).
17. Бахрамова, Мунира Мадаминовна. "КОНЦЕПТ КАК СРЕДСТВО ОТРАЖЕНИЯ ГЕНДЕРНЫХ СТЕРЕОТИПОВ." (2022): 97-105.
18. Бахрамова, М. М., & Валиева, Б. (2023). ОСОБЕННОСТИ МУЖСКОГО И ЖЕНСКОГО РЕЧЕВОГО ПОВЕДЕНИЯ. *PEDAGOG*, 6(11), 398-403.
19. Бахрамова, М. М. ЯЗЫКОВАЯ И КОНЦЕПТУАЛЬНАЯ КАРТИНА МИРА.
20. Бахрамова, М. М., & Исакова, Д. Т. (2023, October). ЛИНГВИСТИЧЕСКАЯ ПРИРОДА КОНЦЕПТА И КОНЦЕПТУАЛЬНОЕ ПРОСТРАНСТВО. In *INTERNATIONAL SCIENTIFIC RESEARCH CONFERENCE* (Vol. 2, No. 17, pp. 22-24).
21. Bahramova, M. M., & Gulfira, M. (2023). ON THE QUESTION OF THE ESSENCE AND STRUCTURE OF THE CONCEPT OF " CONCEPT". *Journal of new century innovations*, 43(2), 3-8.
22. Бахрамова, М. (2022). ОБЕСПЕЧЕНИЕ ГЕНДЕРНОГО РАВЕНСТВА И РАСШИРЕНИЕ ПРАВ. *Теория и практика современной науки*, (3 (81)), 39-45.
23. Бахрамова, М. М. (2022). КОНЦЕПТ КАК СРЕДСТВО ОТРАЖЕНИЯ ГЕНДЕРНЫХ СТЕРЕОТИПОВ.
24. Madaminovna, B. M. (2024). ON THE FORMATION OF SPEECH CULTURE OF THE YOUNG GENERATION. *Ethiopian International Journal of Multidisciplinary Research*, 11(02), 247-249.