Using the illustration method as a pedagogical tool in English language classes

Sultangubieva Aigul Aitmukhanovna¹, Adiletova Ainaz Adiletovqyzy²

¹ candidate of Philological Sciences at the department of translation studies and foreign languages; Khalel Dosmukhamedov Atyrau University; Republic of Kazakhstan
² 1st year Master student of the Department of foreign language teaching methods; Khalel Dosmukhamedov Atyrau University; Republic of Kazakhstan

Abstract.
It is clear that the use of illustration in English lessons is beneficial for students of all ages. The theoretical basis and research results confirming the effectiveness of using illustrations to develop language skills, increase motivation and create a positive impression of the learning process of students are analyzed. In addition, practical strategies for incorporating illustrations into various activities and English lesson plans are provided, taking into account different levels of students and learning objectives. Finally, potential challenges and directions for further research in this area are discussed.

Keywords:
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Introduction. The use of the illustration method as a pedagogical tool in English lessons has attracted considerable attention due to its potential for increasing learning outcomes and student activity. As visual aids, illustrations have been widely recognized as effective resources to help students understand and follow the content studied. The Illustration method involves the use of various visual aids such as posters, maps, sketches, paintings, and digital media to support the learning process[2]. These visual aids are especially useful when repeating generalizations of previously studied material or introducing new concepts [2]. With the development of technology, educational institutions now have access to a wide range of technical equipment, including projectors, VCRs, computers and other video tools, which further expands the potential of the Illustration method in the classroom[2].

Research shows that illustrations and visual aids are valuable in teaching vocabulary because they help students connect their previous knowledge with new language concepts [4]. In addition, illustrations play an important role in teaching abstract information by providing spatial metaphors and serving as powerful visual aids that facilitate learning[3].

The benefits of using the illustration method in English lessons extend to learners with different cognitive styles and age groups, as well as students who do not speak English, which indicates its versatility and potential impact on different groups of students[4]. The purpose of this research work is to conduct a comprehensive analysis of the advantages and consequences of using the illustration method as a pedagogical tool in English lessons, based on the existing literature and research results. Exploring the real benefits and practical applications of the illustration method, this article seeks to contribute to a continuing discourse on effective language teaching strategies and provide valuable information to teachers and practitioners of English Language Teaching.

Theoretical justification. The use of the illustration method as a pedagogical tool in English lessons is reinforced by various theoretical approaches that confirm the effectiveness of the use of illustrations in teaching. Some
of these approaches include dual coding theory, cognition theory, and multiple intelligence theory.

Dual coding theory: the basis of effective learning is the brain's ability to process and store information efficiently. The dual coding theory proposed by Paivio in 1986 states that our brain encodes information through verbal and visual channels, and the integration of the two enhances memory and understanding. When we encounter an image with the tongue, visual stimuli activate the right hemisphere, and the tongue activates the left hemisphere. This simultaneous dual channel activation leads to richer and more reliable encoding of information, resulting in improved memory and understanding.

The theory of cognition: The Theory of Cognition shows that illustrations activate existing knowledge and schemes, making it easier to build meaning and relate to existing concepts. When students see illustrations, they can relate visual information to their previous knowledge, which allows them to better understand and remember the material. This theory favors the use of illustrations in English lessons, as they help students build meaning and relate new information to existing knowledge.

Multiple Intelligence Theory: Gardner's theory of multiple intelligences (1983) challenges the notion of a singular learning style and points to individual variation in how people learn and perceive information. Among these intelligences, visual-spatial intelligence resonates directly with the use of illustrations in the classroom. Acknowledging that people learn in different ways and that visual learners would particularly benefit from the use of illustrations because they suit their preferred learning style, it highlights the importance of taking into account different learning styles and suggests that the illustration method can be particularly useful for visual learners.

In addition, it should be noted that the illustration method as a pedagogical tool in English language classes is supported by various theoretical approaches that show its effectiveness in improving learning results and facilitating the learning process. By using illustrations and visual aids in English lessons, teachers can take advantage of the illustration method to increase student engagement,
understanding, and overall language proficiency.

Research supports theories about the benefits of using illustrations in English classes. Research has shown that the use of illustrations improves comprehension, vocabulary acquisition, information retention, and overall student engagement (Mayer, 2001; Cheng, 2014). Illustrations can clarify abstract concepts, break complex material into manageable chunks, and spark interest and critical thinking, leading to deeper understanding and knowledge creation. In addition, attractive visuals can increase motivation, create a positive learning environment that promotes student engagement and the overall development of language competence.

**Practical strategies.** English Language teachers can use the power of the illustration method in different ways. In particular, the most popular way of using the humping method is aimed at forming vocabulary. The use of visual elements to improve vocabulary formation can be an effective strategy for introducing and developing new words, creating mental connections between the word and the corresponding image. Scientific research has shown that the use of visual elements helps our brain remember concepts by presenting concrete representations of abstract ideas represented by words. There are several examples of Use, and this includes:

- **Flashcards** are a popular tool for learning vocabulary. Teachers can use picture cards to introduce new words and help students make connections between the word and its corresponding picture.

- **Picture Books** - Teachers can use picture books and colorful illustrations to help students visualize and make connections between new words and concepts.

- **Using videos and multimedia** can be used to introduce new vocabulary in a fun and engaging way. Teachers can use videos and media to help students visualize and make connections between new words and concepts.

The next most common way is pre-reading tasks: Illustrations help students activate their knowledge of the text topic. This can be especially helpful for students who have no experience with the language or topic of the text. Showing illustrations before reading helps students to
recall what they have learned before and to make new predictions about the topic of the text. It can also stimulate class discussion. This is useful for students who need oral practice or who want to share their thoughts and ideas. Showing the illustrations before reading helps students start a discussion and share their predictions about the text.

Charts and graphic organizers can be effective tools for teaching and practicing English grammar. They help students see the structure of grammar rules, make connections between different grammar structures, and test their understanding of grammar rules. Diagrams can be used to visually represent complex grammatical structures, making them easier for students to understand and use. Teachers can use diagrams to illustrate concepts such as sentence structure, parts of speech, and temporal prepositions.

Encouraging students to use illustrations in their writing can be an effective strategy to increase creativity and understanding. Using practical strategies such as drawing and sketching, mind maps, visual diagrams, infographics, interactive notebooks, and data visualization, teachers can create a dynamic and effective learning environment for language learners.

Interactive Tasks: Illustrations are a powerful learning tool that can be used to develop students' critical thinking and collaboration. They allow students to analyze, interpret and discuss information in a visual format. It helps students develop critical thinking skills such as evaluating evidence, identifying bias, and problem solving. Illustrations can promote students' critical thinking in the following ways.

Illustrations can prompt students to ask questions about what they see. This helps students develop their analytical skills as they have to identify and evaluate the different elements of an illustration. Encouraging students to interpret illustrations helps them develop their interpretive skills as they must form their own meanings and meanings. For example, students may be asked to write a story about a picture.

Illustrations can be used to help students collaborate on projects or assignments. This helps students to develop cooperation skills as they have to work together to achieve
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a common goal. For example, students may be asked to mural or collage together PL to write a play together.

It should be noted that the use of additional illustrations can be adapted to students with different needs. For example, audiovisual illustrations such as video or audio recordings can be used for visually impaired students. For students with learning disabilities, illustrations can be used to accompany the text in a language they understand.

Challenges and directions for further research. The use of illustrations in teaching English as a foreign language offers many advantages, such as increasing student motivation, improving text comprehension, and developing critical thinking skills. However, there are a number of potential challenges associated with using illustrations. For example, choosing appropriate visual elements is often difficult. One of the most important factors to consider when using illustrations is the adequacy of visual elements. The visuals should be clear and relevant to the students, as well as appropriate to their level of language proficiency. For example, for students with low language skills, illustrations should be simple and contain minimal text. For advanced students, the illustrations may be more complex and include more text.

Another potential problem is the overuse of illustrations. Illustrations can be an effective teaching tool, but they are not a substitute for reading and analyzing the text. Students should be able to practice their language skills by reading and analyzing text without using illustrations.

Further research directions. In terms of further research directions, the study suggests the optimal balance between visual and textual learning, the impact of different types of illustrations on specific language skills, and the effectiveness of visual aids combined with technology. In addition, it shows the need for a comprehensive study of illustration issues, as this field is somewhat less studied than the research on the use of illustration in teaching. In general, the study provides valuable insights into the difficulties associated with the use of illustrations in English classes, and how to solve these difficulties and
increase the effectiveness of the illustration method in language teaching. suggests important directions for future research.

**Conclusion.** In conclusion, it should be noted that the use of art as a pedagogical tool in English language classes is effective in increasing students' learning results and participation. The illustration method, which involves the use of various visual aids, has been recognized as a valuable resource for facilitating comprehension, memory, and problem solving in the language learning process. Research shows that illustrations and visual aids are particularly useful in teaching vocabulary because they help students connect prior knowledge with new language concepts. In addition, the use of visual arts in English classes can create an environment that values the contribution of all students to the language learning process. This research paper presents a comprehensive analysis of the benefits and implications of using the art method as a pedagogical tool in English classes based on existing literature and research findings. Emphasizing the specific benefits and practical applications of the illustration method, this article seeks to contribute to the ongoing discourse on effective language teaching strategies and provide valuable information to English language teaching educators and practitioners.

**References:**

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