The use of visual aids in the process of learning English

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Abstract. The article deals with the concept of visibility in didactics, types of visibility used at the lessons of foreign languages and its place in the communicative teaching method. The scientists’ investigations of the definition of the concept “visibility” are analysed. The research is based on the works of Jan Amos Komensky, O. S. Kazachiner, K. B. Karpov, A. S. Lurie and M. V. Lyakhovytzkyi. The prospects for further research of the features of using different types of visualization for teaching vocabulary, grammar, and student speech are stated.

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The idea of visibility in the practice of teaching has always occupied a prominent place, and one of the first in the history of pedagogy was the didactic principle. The appeal to visuality is recorded even when writing and school, in its modern sense, did not yet exist [1]. In pedagogical literature and school practice, the term "visibility" is used most often in three senses [2]:

1) as an object (means, in particular a real object, record);
2) as some property (visibility of real objects, knowledge, thinking);
3) as a certain human activity (perception and use of visual aids).

According to the dictionary of the Ukrainian language [3], the concept of "visibility" is formed from the word "visual". The main meanings of this word are: a) convincing, quite obvious from direct observation; b) based on a show or one that serves to show. Adhering to the meaning of the concept of "visibility", its use in the description of the learning process leads to the mandatory presence of display and observations during the interaction between the teacher and the student.

The principle of clarity is one of the few principles formulated taking into account the patterns of development and formation of students' thinking. But it is always (and today especially clearly) perceived simplistically - as the expediency of presentation when teaching some visual series [4].

The principle of visual learning was formulated by Jan Amos Komensky and was understood by him as a reflection of the need to involve all the student's senses to perceive the subject of study. Since then, the technology of the learning process has taken a step forward. In modern conditions, the understanding of visualization in education has changed significantly: a huge number of practically working teachers believe that as soon as the projector was turned on and students saw a certain visual series related to the material being studied, the principle of visualization was fully taken into account.

Many teachers of the 20th century also wrote about the principle of transparency. It was believed that visual aids
are the basis for creating knowledge and ideas about the surrounding world in younger schoolchildren. Currently, the principle of visuality is one of the leading ones in the teaching of all academic subjects (in particular, the English language), as this principle is included in the group of general didactic principles of learning. Nowadays, visualization is effectively used at foreign language lessons.

The principle of clarity plays a special role in learning a foreign language. When learning a foreign language, the task arises – to create a system of reflecting the objective world in the forms of the second language. Visualization serves as a powerful means of forming and developing students' speaking skills (listening, speaking, reading, writing). After all, it is precisely at the current stage of the development of communication technologies that English teachers of the new generation need to involve children in "visual communication" [5].

In learning a foreign language, visualization is not only an important means of semanticization, but also a means of mastering the situational conditioning of the language. With the help of visualization, educational situations, in which oral communication is practiced and language reaction to objective reality and life situations is thus mastered, are created.

That is why the use of visualization in the process of learning a foreign language is one of the most multifaceted problems of the methodology. And although, in recent decades, there have been monographic works dedicated to the means of visuality, but this issue is not covered enough, and with the development of psycholinguistics and linguistic studies, the interest in visuality has only increased. It should be recognized that in the XXI century the field of application of visualization has significantly expanded and its inventory has become more complicated. Programmed learning actualized the question of the ratio of the visual and the abstract in the algorithmization of learning processes. At present, there is great interest in the study of the originality of visuality in the creation and use of special pictures of sound cinema. The study of specific features of visibility in the process of learning the sound composition of the language was
intensified. In the center of attention of the scientists was the question of visibility of oral language learning. According to the functions of visibility, the means of visualization are very diverse: objects and phenomena of the surrounding reality; actions of the teacher and students demonstrating how to perform this or that operation and how and which equipment to use; images of real objects – various toys, subject drawings, paintings, imaginative models made of paper, cardboard and symbolic images – maps, tables, diagrams, etc. [6].

Visual aids also include information that students perceive with the help of technical teaching aids: films, slides, sound recordings, radio, TV broadcasts. These types of visibility are called audiovisual because they convey information through sound and images. When learning a foreign language, various types of visualization contribute to a better understanding and learning of a foreign language, its lexical units, grammatical structures, phonetic aspect. There are two types of visibility: auditory (sounding of the image) and visual (verbal-graphic). In order to show a creative approach to the educational process, to realize the set of didactic tasks with the help of educational material, the teacher must be able to combine the word and various types of visualization. In his works, O. S. Kazachiner points out that visual aids in the educational process perform three main functions: they are a means of managing students' cognitive activity, a means of education, a source of information.

Objects, actions or pictures that demonstrate them act as a source of perception. With such a demonstration, visual perception, combined with auditory, contributes to the correct perception of a new word and its firm fixation in the minds of students. The combination of different types of visualization will contribute to effective and faster mastering of the material. Nevertheless, among many methodologists, in particular in the works of K. B. Karpov, A. S. Lurie and M. V. Lyakhovytskyi, there is an opinion that it is inappropriate to talk about the leading role of auditory or visual clarity in the process of learning a foreign language. If they are used in conjunction, students will more effectively master the material presented at the lesson. These
types of visibility are equally important for a more effective process of learning a foreign language.

An important place in foreign language lessons is visual representation, which aims to reflect the real world (drawings, photographs, paintings). The teacher very often uses the visualization of this group at the lesson. Its advantage is that they can replace the real object with images, because it is often difficult or impossible to show a real object (for example, animals, natural phenomena, historical events, etc.). This group of clarity allows you to form a variety of ideas about the country, the language of which is being studied, about different aspects of people's lives, nature. Educational video clips, presentations, audio recordings, radio and television broadcasts are also technical means of visualization. Such types of visibility are focused on students' visual and auditory analyzers (audiovisual visibility) [7].

Recordings of authentic texts are widely used during training. On-screen visual training aids, audio training aids, as well as computer technologies, are combined into a group of technical teaching aids. Due to modern capabilities, we can widely use computer technology, in particular: presentations, video materials, films are not only convenient, but also quite effective means of learning a foreign language. The appropriate use of technical means during the study of foreign languages makes it possible to fill the lack of a natural foreign language environment, which is necessary for schoolchildren. However, the use of different types of visibility can have not only a positive, but also a negative meaning. Oversaturation of the use of various types of visualization, its incorrect application complicates the formation of concepts, because it distracts the attention of students from the essential features of the displayed objects, reinforcing the secondary ones. Emphasizing the role of various types of visualization in education, one cannot neglect the fact that at the same time students should develop not only visual-figurative, but also abstract-logical thinking. Because of this, it is not recommended to use visual aids excessively. The quality of teaching depends on the correct use of various types of visual aids by the teacher. Therefore, depending on the type of analyzer, auditory,
visual, motor (motor) visibility is distinguished. Visual aids provide additional value to the material being studied and facilitate its perception.

Currently, the formation of foreign language speech and communication competence, which allows the use of a foreign language in one or another field of professional activity, is put forward as the ultimate goal of foreign language learning at school. An important goal of the state program, which is the basis for planning and organizing classes in a foreign language, is to direct the educational process to the formation and development of basic abilities and skills in social and professional communication, that is, foreign language communicative competence [8].

Foreign language communicative competence is a set of skills, abilities and knowledge that allows you to study, work and communicate in a multinational society and achieve mutual understanding and interaction with representatives of other cultures in an equal dialogue. It is implemented primarily through the development of skills and abilities in the main types of speech activity, which include reception, production, interaction and mediation and are implemented in both written and oral forms. Communicative competence is the ability to realize linguistic competence in various conditions of language interaction, taking into account social norms of behavior and the communicative expediency of speech. In the process of formation of communicative competence, the leading component is language (communicative) skills and abilities, which, in turn, include skills and abilities in all types of speech activity [9].

In the process of learning foreign languages, two types of visual materials are distinguished: linguistic and non-linguistic. The first type includes:

1) communicative-speech visibility, a visual demonstration of the communicative-semantic function of a linguistic phenomenon in speech (oral and written);

2) demonstration of language phenomena in isolated form (phonemes, morphemes, words, sentences, etc.) in oral or written form;

3) linguistic and grammatical schematic clarity (schemes, tables, etc.).
Non-linguistic visuality includes all ways of presenting extralinguistic factors of the surrounding reality: natural, visual (paintings, filmstrips, films). The use of visual materials with an exercise or text is possible in two variants, which have different degrees of strength, give different effectiveness: visual materials used as an illustration and visual materials used as an illustrative support.

Visual material in the form of illustrations is used mainly only to "dilute" the text. Such material can be seen in many student workbooks and in some textbooks. The accompanying image can be graphic in nature: the words are written in different colors; frames around the text or symbols for decoration; pictures of people talking or characters discussed in the text itself. Although these types of visual materials can arouse students' interest, their function is to deepen understanding of the text. On the contrary, visual materials used as an illustrative support during an exercise or perceiving a text facilitate the understanding of the meaning of phrases and sentences in the text and, best of all, their memorization.

The communicative method of teaching a foreign language actively involves visual aids in the educational process. O.M. Kuznetsova points out that one of the main features of the communicative method is the limited use of the native language during foreign language learning. At the same time, instead of translating lexical units from a foreign language into the native one, the teacher uses visualization (pictures, photos, etc.) at the initial stages, and at more advanced levels – explanations of foreign words in a foreign language. However, visualization as part of the communicative method can also be used at the middle and senior stages of education, because it is highly effective. There are many types of visualization today, including ICT tools, tables, diagrams, which are suitable for teaching middle and high school students. Thus, visualization tools, especially those that have a speech, communicative orientation, contribute to the formation of foreign language communicative competence and are an important element of the communicative teaching method.

The principle of visibility is one of the leading
principles of didactics and is actively used in the course of teaching many subjects. A foreign language is no exception, where visualization is used to explain new vocabulary, grammar, phonetic units, and serves as an auxiliary tool during the formation of students' communicative competence.

Depending on the type of analyzer, auditory, visual, motor (motor) visibility is distinguished. Visual aids provide additional value to the material being studied and facilitate its perception. Today, the arsenal of visualization tools has expanded significantly and includes ICT tools, video materials, various creative approaches to the organization of the lesson, for example, the use of real objects, excursions to a restaurant or supermarket to study a relevant topic, etc.

Visualization plays an important role in today's popular and widespread communicative method of learning foreign languages. Since this method excludes the use of the native language in the learning process, visualization becomes an important tool for presenting and explaining new material to students. Visual aids, especially those that have a speech, communicative orientation, contribute to the formation of foreign language communicative competence and are an important element of the communicative teaching method. Visualization can be used both for teaching vocabulary and grammar, and for the formation of students' abilities and skills in monologic, dialogic, oral and written speech, reading, etc.

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