THE EFFECTIVENESS OF VISUAL AIDS IN TEACHING FOREIGN LANGUAGES

PhD M.U. Usmonov (SamSIFL)

Аннотация. *В статье анализируется эффективность наглядных пособий в процессе обучения иностранным языкам и предлагаются способы использования их в аудитории.*

Ключевые слова: *наглядные пособия, наглядность, память, ученый процесс, методические рекомендации.*

Today, our country has risen to a high level, gained a worthy reputation in the world community and attracts many foreign partners. Therefore, knowledge of languages in both practical and theoretical aspects is definitely necessary.

The use of visual aids in the educational process does not exclude traditional teaching methods, but is harmoniously combined with them at all stages of training: familiarization, training, application, control. But the use of a computer can not only multiply the effectiveness of learning, but also encourage students to further independent study of the English language.

The use of visual teaching aids contributes to the formation of students' objective ideas and concepts, the development of their practical skills. Visual teaching aids are used at various stages of the educational process: when the teacher explains new material, when it is fixed by students, during the repetition of the studied material and when the teacher checks the knowledge of students, as well as in extracurricular work. Visual teaching aids should correspond to the content of modern programs and textbooks, methods and techniques of teaching, age characteristics of students, as well as meet certain scientific, aesthetic, sanitary, technical and economic requirements [3, p. 81].

When generalizing, repeating what has been studied, as a rule, the source of knowledge about facts, phenomena or their connections is the teacher's conversation, and visibility serves as a confirmation, illustration, concretization of a verbal message or serves as a starting point for a message containing information about phenomena and connections that are inaccessible to direct perception. Visual aids can serve as a visual support when interviewing students: using, for example, the content of the frames of a filmstrip, students retell a particular text.

Visual aids provide:

active use of the ever-expanding intellectual potential of the society, concentrated in the print fund, and scientific, industrial and other activities of its members;

integration of information technologies with scientific and industrial ones, which initiates the development of all spheres of social production, intellectualization of labor activity;

high level of information service, accessibility of any student to sources of reliable information, visualization of the information provided, materiality of the data used.

Visual aids will make it possible:

improving the management mechanisms of the education system based on the use of automated data banks of scientific and pedagogical information, information and methodological materials, as well as communication networks;

improving the methodology and strategy for selecting the content, methods and organizational forms of training that correspond to the tasks of developing the student's personality in modern conditions of informatization of society;

creation of methodological training systems focused on the development of the intellectual potential of the student, on the formation of skills to independently acquire knowledge, carry out information and educational, experimental and research activities, various types of independent information processing activities;

creation and use of computer-based testing, diagnostic, monitoring and evaluation systems.

The use of such complexes provides the learner with a research tool, with the help of which it is possible to register, collect, accumulate information about the studied or investigated real-life process; create and investigate models of the studied processes; visualize the regularities of processes, including real-life ones; automate the processing of experimental results; manage real-life objects [1, p. 95].

These systems are a set of software and hardware tools and equipment that allows you to combine various types of information (text, hand-drawn graphics, slides, music, moving images, sound, video) and implement an interactive user dialogue with the system. Using video and computer systems and media systems provides implementation intensive forms and methods of education, organization of independent educational activity, enhance the motivation of learning due to the possibility of using modern means of complex representation and manipulation of audio-visual information, enhance the level of emotional perception [2, p. 33].

As the domestic and foreign experience in the application of visual aids shows, their implementation allows you to provide:

providing the learner with a tool for research, construction, formalization of knowledge about the subject world and at the same time an active component of the subject world, a tool for measuring, displaying and influencing the subject world;

expansion of the sphere of independent activity of trainees due to the possibility of organizing various types of educational activities (experimental research, educational and gaming, information and educational activities, as well as information processing activities, in particular audiovisual), including individual, at each workplace, group, collective;

individualization and differentiation of the learning process through the implementation of the possibilities of interactive dialogue, independent choice of the mode of educational activity and organizational forms of learning;

arming the trainee with a strategy for mastering educational material or solving problems of a certain class by implementing the capabilities of artificial intelligence systems;

formation of information culture, components of the culture of an individual, a member of the information society, through the implementation of information and educational activities, work with object-oriented software and systems;

increasing the motivation of learning through computer visualization of studied objects, phenomena, managing studied objects, a situation, possibilities of self-selection forms and methods of training.

The results of the final experiment allowed us to draw the following conclusions:

1. The level of interest in the content of the learning process has significantly increased, and interest in grades has decreased;

2. Increased activity of students in the classroom;

3. Students have a sense of satisfaction from the work done;

4. New information technologies form and develop students ' motivation.

In conclusion, it should be emphasized that the introduction of multimedia programs into the educational process does not exclude traditional teaching methods, but is

harmoniously combined with them at all stages of training: familiarization, training, application, control. But the use of a computer can not only multiply the effectiveness of learning, but also encourage students to further independent study of the English language.

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