

УДК 811.111:378.147.091.3:62

## **THE ROLE OF VISUAL AIDS IN TEACHING FOREIGN LANGUAGE IN SECONDARY SCHOOL CLASSES**

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*This article discusses the use of visual materials as an effective methodological technique to stimulate students' speech activity. It is established that visualization is a starting point and*

*a basis for the acquisition of knowledge; it helps in mastering the educational material and its consolidation in the memory; forms the basis for the development of creative imagination and thinking.*

*Keywords: visual aids, functions of visual aids, stimulation of thinking activity*

*В статье рассматривается использование наглядных материалов как эффективного методического приема, стимулирующего речевую деятельность учащихся. Установлено, что наглядность является отправной точкой и основой для приобретения знаний; помогает в усвоении учебного материала и его закреплении; формирует основу для развития творческого воображения и мышления.*

*Ключевые слова: наглядные средства обучения, функции наглядности, активизация мыслительной деятельности*

The process of teaching a foreign language involves assimilation of a certain amount of linguistic material, formation of skills to use it in communication, development of speaking abilities. However, vocabulary replenishment and mastering of grammatical material is often reduced to rote memorization of a certain grammatical clichés and lexical units. Combined with a lack of motivation to study the subject, insufficient development of general academic skills, poor memory, students are unable to participate in communication in the language. The way out of this situation can be the use of mnemonic methods and ways of remembering the material by creating associative images, presentation of materials in the form of images.

Today the principle of visibility is one of the basic methodological principles of teaching any subject, including a foreign language. The more perception channels are involved in the process of obtaining, processing and applying information, the more associative links are created in connection with the material studied, the higher the probability of its lasting assimilation. Recently, pedagogy, psychology and methodology speak about the peculiarities of working with such types of students as “auralists”, “visualists” and “kinestheticians” [1, c. 58]. Each of them needs appropriate support to optimize the process of perception and memorization of the information studied. It has been experimentally proven that if a person receives information simultaneously through sight and hearing, it is perceived more acutely than information that comes only through sight or only through hearing.

Nowadays visualization acts as a basis and source of knowledge acquisition, and is also a means of optimal assimilation and fixation in memory. It creates a basis for development of creative imagination and thinking. Visualization can be used in two ways: as a teaching and learning tool.

In the first case, when visibility is used as a teaching tool, specially selected visual-auditory samples (sound recordings, tables, diagrams, educational pictures, videos, computer programmes) help students to master the pronunciation of language, lexical and grammatical units, learn to understand speech and express their thoughts and ideas. In the second case, visual aids act as a source of information, introducing students to the material being studied. In this case visual aids are introduced as a means of presenting linguistic and extra-linguistic material in order to better understand, assimilate and use it in speech activities. Thus, the principle of visibility can perform educational (visual aids are used to introduce teaching and cognitive information), controlling (visual aids are used to control and self-monitor the nature of formed knowledge, skills and abilities), as well as organizing (used to select training materials for classes and methods of their presentation) function [2].

Depending on the didactic functions, the following types of visuals are distinguished: natural visualization (educational pictures, models, tables) used to acquaint students with real objects of nature; experimental visualization (phenomena of evaporation, melting ice) used to familiarize with the phenomena and processes in the course of experiments, observations; pictorial and picture-dynamic visualization (pictures, drawings, photographs, slides, movies) used to introduce some facts, objects; sound visualization (recordings, tape recordings, radio) used to reproduce sound images; symbolic and graphic visualization (drawings, diagrams, maps, tables) used to develop abstract thinking.

Visualization in learning has the following characteristics: it serves as a starting point, source and basis for the acquisition of knowledge; it is a learning tool that ensures optimum absorption of learning material and its retention in memory; it forms the basis for the development of creative imagination and thinking; it is a criterion for the validity of acquired knowledge; it is a technique for developing memory by relying on the different senses and sensory perceptions; it corresponds to pupils' tendency to think in shapes, colours, sounds, sensations in general; it provides a feedback link between the sensory-visual impression, the image of memory and the image of creative imagination.

However, numerous studies have shown that the principle of visualization can have not only positive but also negative effects. Overemphasis on and misuse of visibility hampers the formation of concepts, because it diverts students' attention from the essential features

of the observed objects or phenomena and reinforces the essentially secondary, but sometimes more visible features, leading to erroneous generalizations and conclusions.

Stressing the importance of visibility in learning, we must not deny the fact that at the same time students need to develop not only visual-imaginative, but also abstract-logical thinking, so it is also not recommended to overemphasize the use of visual aids. Thus, selecting a particular type of visual aid for a lesson, it is necessary to think about the place of its application depending on its didactic possibilities.

During pedagogical practice, we often used a combination of different types of visual aids, but the main role was played by auditory rather than visual aids. In our opinion without the use of auditory visibility, it is not possible to master the language being studied. Listening comprehension was formed and developed by listening to the speakers of the language. At the same time auditory visibility was usually supplemented by visual supports in the form of a text or illustration. We consider that the development of coherent speech and conversation skills in the target language in a foreign language learning environment is unthinkable without extensive use of visual aids to simulate communication situations and stimulate monological and dialogic speech. Visual aids in the form of illustrations in the books, films, maps, stands, etc. helped to bring into the classroom the reality of the country of the studied language and thus enrich students' understanding of the culture of the people whose language is being taught.

Thus, visual aids, when integrated into the lesson plan drew students' attention to the topic presented in class, enhanced and facilitated their understanding of grammar and language, increased motivation, and helped learners memorize new vocabulary and structures. In addition to being an excellent tool to improve language acquisition, the use of visual aids in the classroom provided a more meaningful context for learners and made students more active and communicative.

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