

## USING VISUALS WHILE TEACHING A FOREIGN LANGUAGE AT UNIVERSITY

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*The article is devoted to the use of visualization as a way of structuring information as a highly effective tool for implementing learning in cooperation, creating conditions for improving social interaction between the subjects of the pedagogical process.*

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*Статья посвящена использованию визуализации как способа структурирования информации как высокоэффективного инструмента реализации обучения в сотрудничестве, создания условий для улучшения социального взаимодействия между субъектами педагогического процесса.*

*Ключевые слова: визуальное представление знаний и информации, создание графических объектов, ментальный инструмент, интеграция знаний, раскрытие творческого потенциала*

The active development of information technologies into life is irreversible, but it makes it possible to increase the efficiency of pedagogical process through the use of various visuals. Information and ideas presented in lectures, educational videos, films, podcasts, blogs can be organized, depicted graphically and used in the educational process to display knowledge, create conditions for discussion and exchange of ideas and information.

There is a variety of ways to visualize knowledge and information – clusters, structural-logical and cause-and-effect diagrams, mental maps, infographics. As a rule, all of them can represent the background knowledge of students and provide a basis for what the students will learn, or can be used to systematize and reflect on the knowledge already acquired.

Visuals containing key ideas and information are easier to remember than textual information. By visualizing and systematizing information, we create a mental tool that helps a student to memorize, store information in an orderly manner (highlighting the most important and omitting the secondary), ensure interconnections with the existing knowledge, thereby solving the problem of knowledge fragmentation.

There is no doubt that visual images are remembered more strongly and allow to use different types of memory (visual, figurative, verbal-logical, associative, mnemonic, motor) in their interaction. Simultaneously, both (left and right) brain hemispheres work in parallel, that is, the mechanisms of abstract and concrete figurative thinking work synchronously [1].

In teaching a foreign language, like any other subject, visualization technique is implemented in three main directions:

1) designing and building a visual object by the teacher himself / herself and organizing the work of students with it;

2) designing and constructing visual objects jointly by students and a teacher;

3) designing and constructing visual objects by the students themselves (individually or in the process of cooperative group work), followed by its presentation. In this case, their work will be of an analytical nature and will help to assimilate, activate and consolidate the necessary grammatical or lexical material. Undoubtedly, this option has the greatest potential for students, however, the transition from teacher's supervision of the process of creating a visual object to a product independently developed by students should be gradual.

Long-term practice of using visuals in teaching a foreign language at a university allows us to highlight a number of important requirements. When work is organized jointly with students during a training session, it's wise to rely on the rule: charts / objects must be built, "unfold", being developed in front of students and with their active participation. It doesn't matter how many groups are learning the same material – with each new group you need to build a new object, and none of the groups should strive to create a unified object. There are always many ways to present the same information in a graphical organizer.

Any visual object must be built from a central, key concept and have clear semantic blocks, within which its characteristics / structure / elements and the relationships between them are consistently revealed. For example, when working with the active vocabulary on the topic "Punishment" (seen as a key concept), the following semantic blocks are most often distinguished:

a) subjects (with further "branching" into those who violate the law and law-enforcement bodies);

b) functions of punishment in modern society;

c) types of punishment.

It is important to remember and remind students that the visual object itself is not an end in itself, but a mental tool that helps to understand,

remember, compare, highlight the main and secondary, highlight relationships, etc. The processes of creating and discussing the final product, ensuring effective communication, making the activities of the subjects of the educational process purposeful in the end are more important, than the visual image itself.

The range of use of visual products in foreign language classes is very wide: each of them can act as a tool for obtaining new knowledge, discussing a problematic situation, systematizing and consolidating the studied material, organizing self-control or mutual control of students' academic achievements. Thus, students noted that the the mental map "Various means of indicating the future actions in English" allowed them to systematize information that previously seemed scattered, and clearly see the features of the use of each form / construction. The graphic objects compiled by students based on the results of studying a specific material can serve as a good source of information when organizing work in the future, thus acting as an important tool of reflection.

Let's list the advantages that the combination of the method of cooperative learning with the technique of visualization gives:

1) providing conditions for integration of new and existing knowledge, the formation of positive educational motivation against this background;

2) creating opportunities for the disclosure of personal and individual creative abilities of students;

3) modeling an environment conducive to the development of social skills;

4) creating conditions for the development of strategic learning – students develop processes and strategies for actively constructing meaning; they do this through brainstorming, categorization, discussion and problem solving as they work with content;

5) providing opportunities for the development of critical thinking and system-analytical perception of information in general, which refers to the most important universal educational skills, to the formation of which a foreign language makes a significant contribution.

Thus, the use of visualization techniques and graphic objects is a highly effective tool for implementing learning in cooperation and improving social interaction between participants in the pedagogical process and contributes to the formation of positive learning motivation. Students who understand how to competently create and apply a visual object receive a new and valuable tool for planning, understanding, memorizing and evaluating knowledge.

## Literature

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