Using Visual Aids And It In Teaching English

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ANNOTATION

This article is devoted to the using of visual aids and IT in teaching process. We know, there a lot of visual aids and IT in teaching foreign language: pictures, graphic organizers, presentations, charts. The importance of visual material and IT in the process of language acquisition was researched by scholars belonging to the Cognitive approach. Some of the theories that these scholars have developed are related to the importance of the input, dual-coding theory and image schema theory, which are deeply linked with the visual and experimental relationship of the human being with the world.

Visual aids and IT help teacher's presentations and objectives by placing emphasis on what on whatever is being thought. Clear visual aids and IT multiply learners level of understanding of the material presented, and they can send clear messages and clarify points from teachers.

KEYWORDS: diagram, differences, graphic organizers, presentations, similarities, cultural background, projectors, multimedia classrooms, information technologies and communications, new technologies, visual aids, cognitive approach, visual material, creative, critical thinking skills

INTRODUCTION

The aim of my article about the importance of visual aids and IT to improve pupils' reading skill in teaching English. A visual aid and IT supplement words with pictures, charts, graphs, or other visual information. They are important because they help the students understand and remember, increase audience interest, and act as notes or reminders for the speaker. Visual aids and IT can fulfill several functions: they can serve to improve your students understanding of the information you are conveying, enhance audience memory and retention of the message, add variety and interest to your speech, and enhance your credibility as a speaker. Secondary schools and higher education who specializes in the study of materials, methods of work on role plays in English language. The main objective of the article is to analyze the advantages and disadvantages of using visual aids and IT to improve pupils' reading skills in teaching English. The practical importance of the article visual aids and IT are claimed to facilitate the learning process and to improve the outcomes in the language classroom. This article analyzes the development of a research aimed to prove that visual aids and IT can help to enhance students' learning and facilitate teachers' work. The results of the questionnaires, filled up by students, clearly show their positive attitude towards the use of visuals in the language classroom; what is more, the students indicated their desire to have more classes based on visuals.

We can mention that from 2013/2014 academic year teaching of foreign languages, mainly English, started from the first grade of the primary school in the format games and informal conversation lessons and since the second class schoolchildren learned the alphabet, studied grammar and developed speech skills. And regular training programs shown in the mass media are giving positive results not only in acquisition of knowledge and skills, but also motivating Uzbek children to foreign language learning. Within this short of period of time in any part of our country we can meet parents who are proud of their children speaking English. In the English context, where English is officially started and taught as a second language, learning literature in English is not easy. Surely Dr Dildora Khoshimova said about learning English through the translation way and it helps to translate correctly [7].

We cannot imagine teaching process without visual aids and IT. Using visual aids and IT such as pictures, graphic organizers charts, video, and computers can help students easily understand and realize main points they have learnt at the lesson. For each visual aids and IT students have different

responses, and expressions because of their different educational and cultural background. Using visual aids and IT can help learners understand the deep meaning of a topic and realize similarities and differences between each topic. In learning foreign language using visual aids and IT are main strategy. We know that memorizing language forms and words is a difficult process. In ELT classroom using visual and IT can help students strengthen and reinforce what they have learnt. The reason may be that they allow students to absorb the information through an additional sensory perception.

MATERIALS AND METHODS

If teachers use visual aids and IT regularly, students will except to learn the next language topic by using visual aids and IT because each visual aid and IT for them an interesting learning tool. Facilitating an interesting learning environment can enhance students' English abilities and this major goal for English teachers. These aids and IT allow students to have a chance to brainstorm and present their ideas or thoughts. They can create their own stories in which there no right or wrong answers. Furthermore, they can also participate in group work such as paired reading or small activity. They will have the opportunities to create their own stories that depend on their background experience. In group work they can discuss the similarities and the differences between each person's interpretation of a picture.

Visual aids and IT help teacher's presentations and objectives by placing emphasis on what on whatever is being thought. Clear visual aids and IT multiply learners level of understanding of the material presented, and they can send clear messages and clarify points from teachers. As for me, in my lessons I try to use various visual aidsand IT graphic organizers is a very effective in our lessons. Students are always involved doing cluster.

The projectors and multimedia classrooms that have been integrated in high school nowadays, teachers can use different resources to support their explanations, correct exercises or play games. In order these presentations effective, teachers must be careful with the visual material and strategies they include in them. Several things must be taken into account, such as the way in which pictures, graphics, and visual organizers affect the learners, what is the best way to use them and what are their benefits. Pictures can improve the reading -to-learn process, but these pictures must be well selected or well-constructed ones. Visual material and IT or anything use to help the student see an immediate meaning in the language may benefit the student and the teacher by clarifying the message. Therefore, students are expected to be more participative and feel more motivated. Nowadays, paying attention and using the new technologies such as computers and interactive whiteboards, teachers have new possibilities increase every year. Nowadays the character of a teacher has changed a lot in the previous decades a teacher function is to fill the mind of learners with true knowledge, but now according to modern trends and theories a teacher has different roles as a monitor, adviser, and councilor in order to negotiate the meaning with students while learning English. More and more, it is a certain type of individual teacher who takes the initiative ads implements technology into their classrooms.

RESULTS AND DISCUSSION

New approaches in the system of education also influenced on the learning and teaching of foreign languages, as language is the major factor of person's development. After the Presidential Decree "On measures to further improve of foreign language learning system's lot of projects have been done as an implementation of this important document [1]. We can mention that from 2013/2014 academic year teaching of foreign languages, mainly English, started from the first grade of the primary school in the format of games and informal conversation lessons and since the second class schoolchildren learned the alphabet, studied grammar and developed speech skills. And regular training programs shown in the mass media are giving positive results not only in acquisition of knowledge and skills, but also in motivating Uzbek children to foreign language learning. Within this short period of time in any part of our country we can meet parents who are proud of their children speaking English.

In the English context, where English is officially stated and taught as a second language, learning literature in English is not easy. This difficulty arises because learning literature in English as a second language class always poses many language and cultural obstacles [2]. Thus, since literature in English has made a serious comeback into the Uzbek classroom, it becomes the foremost task for the teachers to devise lessons creatively and innovatively in order to engage students' interest in

literary learning and reading. Today's students and classrooms are becoming more diverse and unique each day. The emergence of information and communication technology has made it possible for teachers and students to collaborate with each other in diverse ways [3]. In literature classroom, students often encounter problems in reading and understanding the assigned literary texts in the literature component. It has been proven that secondary school students do not feel motivated to read literary texts due to lack of language proficiency and inadequate supply of teaching materials [4]. Thus, there is a need to insert the use of visual aids in teaching literature in order to trigger students' motivation in reading literary texts. The main objective of this study is to analyze secondary school teachers' perceptions on the use of visual aids and IT as motivational tools in cultivating students' interest in reading literary texts used in the English syllabus. Dr Dildora Khoshimova says: "learning literature and translation will give good opportunity to learn English" [9]. The fundamental questions addressed in this study are:

1. What are teachers' perceptions towards the use of visual aids in teaching literary texts?
2. How can the use of visual aids be integrated in teaching literary texts?
3. How can the use of visual aids be fully utilized as an effective learning tool in motivating students to read literary texts?

This study aims to investigate the teachers perceptions on the use of visual aids e.g., animation videos, pictures, films and projectors as a motivational tool in enhancing students interest in reading literary texts. To achieve the aim of the study, the mixed-method approach was used to collect the required data. The use of visual aids enable the teachers to engage their students closely with the literary texts despite of being able to facilitate students of different English proficiency level in reading the texts with interest. This aspect is vital as literature helps to generate students' creative and critical thinking skills. Although the teachers had positive attitudes towards the use of visual aids, the study suggests that it will be more interesting and precise if it includes students perceptions as well:

1. How do visual aids help students? Learning can be reinforced with different teaching/learning resources because they stimulate, motivate as well as focus learners' attention for a while during the instructional process. Visual aids arouse the interest of learners and help the teachers to explain the concepts easily.
2. How do visuals help students learn? With visual learning, new concepts are more thoroughly and easily understood when they are linked to prior knowledge. Students can use diagrams and plots to display large amounts of information in ways that are easy to understand and help reveal relationships and patterns.
3. Why are visual aids effective? A visual aid supplements words with pictures, charts, graphs, or other visual information. They are important because they help the audience understand and remember, increase audience interest, and act as notes or reminders for the speaker.
4. How do you choose visual aids? Selecting Visual Aids Rapidly transfer ideas. With only 10 minutes to make your presentation, a picture, figure, or table can communicate complex ideas more quickly than the spoken word.

Make presentations more interesting.
Make presentations easier to follow.
Help keep you organized.
Increase listener retention.

5. How do you use visual aids? Plan your presentation before creating visual aids. Know what you want the audience to do as a result of hearing your presentation.
1. Using Visual Aids as a Motivational Tool in Enhancing Students' Interest in Reading skills

Visual aids and IT are important in education system. Visual aids and IT are those devices which are used in classrooms to encourage students learning process and make it easier and interesting. Visual aids and IT are the best tool for making teaching effective and the best dissemination of knowledge. Seeing images of what's being taught is a powerful way to build student engagement and boost retention. Not only do they provide supplementary information to students, but the visual aids show images that allow them to connect a topic to what it looks like. Further, visual aids can promote deeper thinking and build overall critical thinking skills. In fact, bringing a visual aid into your classroom opens up a whole new realm of educational opportunities.

When the teachers know how to grab students' attention, teachers can provide a friendly and interesting atmosphere for the students to learn. This will encourage the students not to just learn by

listening and writing what the teachers told, said and provided in the classroom, but they will find their own initiative to read what they learn in order to improve their own understanding towards the lesson. Furthermore, the implementation of visual aids in teaching literature is less time consuming. As a result, the teachers will have more ample time to create enjoyable classroom activities and conduct an effective teaching and learning process.

New technologies have opened new possibilities in order to integrate multimedia visual aids in the language classroom, but these aids are not being fully exploited. The aim of this paper is to clarify the reasons why teachers at schools use them infrequently and to prove that visual aids should be integrated in the language classroom due to the positive effects they have on students.

Visual aids, when integrated into the lesson plan through media, attract students´ attention to the topic presented in the class, enhance and facilitate comprehension of grammar and language, increase students' motivation, as well as help students to memorize the new vocabulary and structures. Apart from being an excellent tool to improve the language acquisition, the use of visual in the classroom provides a more meaningful context for the students. All these factors lead students to become more participative and communicative members of the class group.

Video tapes were considered the most appropriate visual aid when the teachers were not native, as the Comprehension-based Approach claimed. This method was also based on the idea the 2L learning was similar to 1L acquisition, so students received a lot of audiovisual input in the first stages of the learning. Against the trends that gave prominence to the stage of receiving input, in the recent years, language teaching has been enhanced by a number of different communicative approaches. They have had as their main objective to enable students' communication in the real world. These approaches have pointed the importance of bringing the real world into the classroom to make the learning more meaningful for students.

The importance of visual material in the process of language acquisition was researched by scholars belonging to the Cognitive approach. Some of the theories that these scholars have developed are related to the importance of the input, dual-coding theory and image schema theory, which are deeply linked with the visual and experimental relationship of the human being with the world.

Teaching aids are an integral component in any classroom. The many benefits of teaching aids include helping learners improve reading comprehension skills, illustrating or reinforcing a skill or concept, differentiating instruction and relieving anxiety or boredom by presenting information in a new and exciting way. Teaching aids also engage students' other senses since there are no limits in what aids can be utilized when supplementing a lesson.

As students are reading less and less on their own, teachers are finding reading comprehension skills very low among today's students. Teaching aids are helping teachers to close the gap and hone the reading comprehension skills of their students. Using magazine and newspaper articles, prints ads and even comic books are viable teaching aids that assist in helping students comprehend text. Teaching aids prove to be a formidable supplement for teachers when the reinforcement of a skill or concept is necessary. Not only do they allow students more time to practice, but they also present the information in a way which offers students a different way to engage with the material. Of course, this is important in order to reach the various learning types in the class. As previously mentioned, it is important for teachers to reach all learners in a classroom. Therefore, the use of teaching aids facilitates this objective by assisting teachers in differentiating instruction. Using aids such as graphs, charts, flashcards, videos, provides learners with visual stimulation and the opportunity to access the content from a different vantage point. This gives each learner the opportunity to interact with the content in a way which allows them to comprehend more easily.

Teaching aids help to make the learning environment interesting and engaging. As we move toward a more digital society, kids are being exposed to technology and digital devices at a younger age.

Video games and iPods are now what's exciting to students, so when they come to school they have little patience for lecture style teaching. Students are seeking constant excitement and simply have no tolerance for boredom. Teaching aids are improving the quality of education in today's schools while also providing students with the sense of excitement they desire.

Teaching aids are becoming the norm in the classroom. As traditional classrooms with blackboard and chalk become a thing of the past, and smart classrooms become the norm, teaching aids are growing

in popularity and advancement. Blackboards are being replaced with white and smart boards. TVs are being replaced with LCD projectors and screens.

And educators are becoming more focused on students growing with technology and integrating it into the curriculum. Students are making podcasts, videos and even creating web quests.

2. Advantages and disadvantages of visual aids to improve pupils' reading skill

For a long time, different language teaching related issues including vocabulary, syntax, pronunciation and intonation, punctuation, paraphrasing and the other related aspects have been dealt with in contexts not longer than a sentence.

What are the advantages of using visual aids? The major advantages of using visual aids in your speeches are that they heighten audience interest, shift attention away from the speaker, and give the speaker greater confidence in the presentation as a whole. Spatial and visual learners are more likely to organize not only their work, but in their everyday lives in terms of scheduling and appearance. Help students learn more effectively. In a visual format students can process and retain information much faster and with more reliability. With visual learning, new concepts are more thoroughly and easily understood when they are linked to prior knowledge. Students can use diagrams and plots to display large amounts of information in ways that are easy to understand and help reveal relationships and patterns. What are the advantages of using learning and teaching aids in a classroom?

A visual aid acts like an add-on to your words. Along with listening, to enhance the visual attraction of the audience towards himself, the speaker often uses presentation aids.

Let us imagine that you work so hard on your speech (without any aids) that you consider it useless to use visual aids in your speech. But there are many reasons why you should not ignore the importance of these aids.

These days people are extensively using power point presentations as their most important aid. With this, people also use flip charts, slide projectors, movie projectors, white boards etc. at times.

Correct usage of visual aids also minimizes the chances of any kind of mistakes. If used correctly, visual aids can make presentations more exciting, more vibrant, and more effective.

Now how these aids can be disadvantageous, let us see.

Having visual aids need a lot of presentation material and preparation for the same. This may be really time consuming and you may end up giving more time to this than to your speech.

Use of visual aids may also distract your audience from your speech as they pay more attention on the visual aids. Ultimately, the purpose of your speech may not be fulfilled.

Keep away from overly elaborated visual aids. The ability to see and understand the aid by the audience is more important than the way of delivery.

CONCLUSION

To sum up, we may say that an appropriate use of visual aids can give your presentation a really superior turn. On the other hand, if you pay more attention on

Nowadays, one thing that cannot be denied is that our students live in a media world, in which most of the information is provided by visual input, through different technological devices. As scholars have always argued, in order to make the acquisition of the language more meaningful for the students, teachers must bring the real world into the classroom. Visual materials work as a powerful tool in this aspect, as far as they give teachers the opportunity to show the culture of the target language, the habits and the body language that lie behind the language transactions. All this makes students understand that the use of the target language has a purpose: the real purpose of real communication.

Nowadays, thanks to the new technologies such as computers and interactive whiteboards, teachers have new possibilities in order to integrate visual materials inside the classroom. Even though these possibilities increase every year, they are not fully exploited in the language classroom, due to a number of reasons. During my practice in the teaching center I became aware of this situation. After the first period of observation in the high school, it was clear that the use of visuals, apart from those included in the textbooks, was not an integral part of the everyday lessons. The use of multimedia visuals, such as slide-presentations or video based activities was relegated to special occasions, or not even used at all.

Visuals have been an important component of the language classes over the years.

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