

METHODOLOGY OF VISUAL AIDS IN LANGUAGE TEACHING

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Abstract This article is about the main peculiarities of good speech in English and its notions. In this article not only having known the language but also nation's culture, its conversational styles and customs are considered as the main feature and they have been discussed

Key words: Culture, central network, language skill, second language, contiguity, flash cards, charts, slides, film strips, motion pictures

Teaching foreign languages is one of the important responsibility where demands great tolerance and good knowledge. Language does not develop in a vacuum. A language is part of the culture of a people and the chief means by which the members of a society communicate. A language therefore is both a component of culture and a central network through which the other components are expressed. Learning and improving foreign language is the special way where the humankind betters and increases his or her lifestyle. Communication is the only way where we express and improve our language skill and practice with it. Learning a second language is more than learning a description of it. The process of speaking and listening is involved, and this process combines linguistic and psychological as well as other elements. To formulate a theory of second language learning must know what is involved in the process of speaking and listening, so that we may account for learning that process. The blackboard has been rightly termed the most versatile visual aid. It is standard equipment in every classroom. There are no blackboard methods of teaching languages, of course, but most languages lessons make use of the blackboard. This use should be deliberately planned, leaving informal recourses to the

blackboard only for unexpected problems encountered during the teaching of the lesson. Begin with clean slate. The blackboard should be completely erased before beginning any new lesson or new point in the lesson. By the law of contiguity, there will be associations made between whatever is on the board and the material practiced. If the materials on the board have no relation to the lesson, the associations thus established will interfere with the desired learning. Teachers in primary grades make very effective use of colored chalks. Secondary school teachers and even college and university lectures could benefit from similar use of color. Writing more than a word or short sentence on the board during the presentation of a lesson is slow and ineffective. The class tends to lose interest while the teacher writes. It's more effective to write the material on the board. Excellent use of the blackboard can be made for memorization of a text. The material written on the blackboard and covered before class time.

Flash Cards for teaching or self-study have been used for years and can still be bought easily in bookstores. Essentially, they are sets of cards with a word or phrase on one side and its meaning usually in translation – on the other.

For self-study, the student looks at the word and attempts to recall the meaning. If he succeeds, he discards the item. If he fails, he puts it at the end of the pile for another attempt when it comes up again. This is essentially the same process used in teaching machines. For active recall vocabulary, the flash cards may have a picture or native language word on one side and the second language word on the other. The student sees the picture or word and attempts to recall the second language word. He checks his response against the back of the card.

Charts, wall charts of many types have been used successfully for years. They have great advantages for oral practice. They keep the attention of a whole class together on the same stimulus, whereas individual pictures in the student's book tend to scatter the attention of the class. Charts can be used repeatedly in full daylight, while other aids require electric connections, darkening of room, special equipment, etc. materials that make various use of wall charts are advertised and described by publishers. Two types

are particularly effective: mimicry-memorization conversation charts and pattern-practice charts. Slides and slide projector or transparencies are mounted single picture films for projection on a screen or wall by means of a slide projector. Although there are slides of various sizes, the most common size is the 35 mm film mounted on 2 –by 2 inch frames. Slide is relatively to make which one own camera or are readily obtainable commercially on subject and places on general interest. Their effectiveness is no longer a matter of the slide as devices for teaching, but of the content of the particular slides to be used. They can show cultural subjects in full color and provide the stimulus for controlled speaking practice or free conversation. Available slides for language and culture teaching are listed in bibliographies and advertised by manufactures. Slide for enrichment of the language class can be used to project the types of wall charts we have discussed. Since the slide projector has become standards equipment in all schools in the United States, many manufacturers produce them. Film Strips can be very useful. They can be used alone for informal conversation with the aid of the teacher. They can be coupled with a tape recording or a record. A beep on the recording lets the teacher or the operators know when to change to the new frame. The beep may activate the slide projectors, or film-strip projector and changes the picture automatically. The film strip is essential a series of pictures frames on one roll of film. Opaque projector takes any page in a book or any sheet and reflects it on a screen in a darkened room. The chief advantage of the opaque projectors over slides and film strips is that any materials can be shown as it is. If the teacher wishes to show a photograph, a chart, or a paragraph, all that is needed is to place it in a tray under the projector, and it will be prepared beforehand at considerable cost and effort. Overhead projectors to overcome the problem of having to turn one's back to the class to write on the blackboard, the overhead projector projects what the teacher writes on a transparent plastic film in front of him onto a screen behind him as he faces the class. A special pencil is required. This kind of projectors also permits a larger image than can be written on the board. Since the drawings and writing on the plastic roll or sheets can be prepared in advance to be projected at the desired time, considerable flexibility and

power can be achieved. For example, if the teacher gives a dictation and wishes to have the class correct their own papers, the material can be projected on the screen at the appropriate moment. The motion pictures are in theory at least the most powerful of the visual aids. It combines pictures with movement, color, and sound. Theoretically, one can have film the best materials presented by the best teacher. With this in mind a number of motion pictures for the teaching of foreign languages and English as a foreign languages have been produced and will continue to appear. With all these potential advantages one would expect motion pictures to have taken the field by storm. Yet this has not happened. Why? It may be that the cost of producing these films renders them prohibitive. A few reels to supplements a course are used, but whole series covering an entire course are rare, and even when available are not widely purchased or used. With secondary schools and university students, the classes are expected to be approximately an hour in duration. Watching a motion picture in semidarkness for that a long period tires the students. Motion pictures of less duration, which are the majority, requires a good teacher to teach the class the remained of the period. If a good teacher is available, the importance of the picture recedes, and it tends to be shown as supplementary material occasionally.

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