



THE BENEFITS OF VISUAL AIDS FOR ENGLISH LANGUAGE LEARNERS

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Annotation: *This research explore the teachers ideas and opinions on the use of visual aids (e.g pictures, videos, projectors and films) to increase students attention, interest and motivational tools in reading literary text. Visual aids are a powerful tool to help teachers in teaching foreign languages. ''The advantages in pplying '' visual '' in study process are significant distinctions from engaging students focus to encourage learners in order to involve them within '' lecture's particular topic'' and assist to retain information'' (Pateson et.al.2018. p 356). Experts and teachers based on their research and experience have confirmed that the use of visual aids in learning foreign languages has shown positive results. This research article is conducted on the benefits of using visual aids for teachers and learners in learning English.*

Keywords: *visual aids, teaching and learning process, motivation, ESL.*

Introduction

Today, a lot of attention is paid to education, which is necessary for both young and old people. In addition, there is no shortage of relations with language organization. One of the main elements of education is teaching and learning. Different approaches and important methods are used in teaching and learning. One of there is visual aids. The main purpose of using visual aids is to help students learn, to attract their attention, to arouse their interest in language organization, and to increase their knowledge, skills and abilities based on visuals. Burton (1955) described visual aids as obvious things or



pictures which start off or encourage and assist learning. Visual aids are tools (pictures, videos, maps, and real objects) that help teachers understand and learn a lesson more clearly or more easily. Currently there are many types of visual aids. We call all visual aids that use sight, hearing, touch and other senses as visions. For example; picture, flash cards slides, chalkboard models, and etc. "Visual aids" are basis of the educational "system". "Visual aids" are educational tool that teacher employ "in the calssroom" to help pupils "learn and make" the process more engaging. The greatest method for effectively "teaching" and disseminating "knowledge" is through "visual aids". (Shabiralyani.et. al, 2015). Cuban (2001) suggested that the "psychology" of "visual aids" assistance is under. A mere 1 percent of knowledge is acquired through "the sense" flavour, 1,5 percent through "the sense" handle, 3,5 percent through the "logic of" fragrance, 11 percent "the logic" of ability to hear and 83 percent through "the sense" of vision. Additionally 10 percent of what people "READ" is typically remembered by them. 20 percent of what people listening, 30 percent of what people sight, 50 percent of what people listening and vision, 70 percent of what people speaking and 90 percent of what people "say as" people "do a thing". Thus, it is undeniable that technological gadgets "have a" bigger influence "and a more dynamic" information "system" (Cuban, 2001).

Methodology

The research in this article is carried out using the survey research methods. According to study.com "the survey research is a technique used to gather information about individuals behaviors, attitudes and opinions regarding a specific knowledge. A type of data collection by asking an information of survey questions is considred to be a quantitative research".

Survey research is identified as the summation "of information from a simple of" personality "throught their" answer to "questions" (Check SHoutt.2012.p 160).

This study was conducted with 15 undergraduate students (5 male, 10 female) at KIUT University in Uzbekistan. All students are Uzbek, and mean age were 19 and they



study at the undergraduate level in ENG. Since the research is focused on the use of visual aids, it is to know the students responses on the use of visual aids resources in the process of teaching and learning English. Students were informed that their answers were collected for research purposes. Quantitative and qualitative methods were used to solve and explore research questions. A survey was developed to obtain information on the use of visual aids. This questionnaire consists of 10 questions (20 minut) and students to aswer the questions as Yes, No. In this process, students are asked to express their opinions. If students don't understand the questions asked, it is recommended to ask the researcher for help.

Data analysis.

Data analysis and finding done the following research is demonstrated students were expected to respond to the questions in the from of writing and answer in a word (YES, NO, SOMETIMES). For instance to the first question "Visual aids help to understand the information better". The data analysis show that the 80 percent of the students agree (yes) that the visual aids help to understand the information better but 20 percent was disagree with this statement. Therefore, it follows that if teacher use visual aids in the course of the lesson, students will get good results. As for the second question "Visual aids increase my interest to learn science". 75 percent students noted Yes and the rest of 25 percent noted Sometimes. Many students commented that their interest in lesson increases with visual aids. To the next question "Visual aids should be mostly include text". The collected data showed that 20 percent of students answered Yes to this question but 80 percent of students answered No. The students requirements explained not to use visual aids inculde text in the course of the lesson. If the teacher uses (picture, films, flash cards, and etc) instead of using visual aids with text it will improve students' attention and interest in the lesson. This research based on the results, keeping visual aids in the course of the lesson has a positive effect. More diligence is required in the use of visual aids, because they allow effective communication between the teacher and the student. But the teacher should be use visual aids taking into account



the level of the students. Then the teacher will not be unfair to his students and it will be much easier to achieve the results.

Conclusions.

The data collected in this article showed that the use of visual aids is very useful for students. If visual aids are properly selected and well developed as an additional tool in the teaching process, it will be much easier for students to teach and learn. When visual aids are left, the learning and organization of students improves, lessons become more attractive and interesting. It is appropriate for the teacher to use visual aids to attract the attention of students, to make them learn, to create a friendly and interesting environment. Visual aids support English language learners to enhance their vocabulary, speaking, listening, and writing abilities, fostering creativity and nurturing their critical thinking skills (Marioara PATESAN et.al. 2018). Through visual aids, it is recommended to from the language skills of language learners, to interest them and improve such skills.

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