

**THE ROLE OF PICTURES IN IMPROVING LEARNERS'
LANGUAGE SKILLS**

Berdikulova Zebo Abdumajid qizi,

a student of UzSWLU zebooo1231@gmail.com

Scientific advisor: Sultonova Nigora Abduganievna,

a senior teacher of UzSWLU

nigorasultonova2188@gmail.com

Annotation: *Visual aids have long played an important role in the educational process, especially in language learning. This article examines the pedagogical value of using images as a tool for developing students' language abilities, with particular attention being paid to how visual stimuli can contribute to the acquisition of vocabulary, grammar, speaking, listening, reading and writing skills. Drawing on modern techniques and examples from educational practice, the article highlights the integration of images into both traditional and digital learning environments, as well as how they promote engagement, creativity, and communication.*

Introduction

In the age of multimedia and visually-oriented learning, the inclusion of images in the language teaching process has become more relevant than ever. Images are not just decorative elements, they are significant pedagogical tools that stimulate students' consciousness, evoke an emotional response and provide context for the language material. The use of visual aids is consistent with cognitive learning theories that emphasize the dual encoding of verbal and non-verbal information, suggesting that students memorize language more effectively when it is associated with images.

The purpose of this article is to examine the multifaceted benefits of using images in language teaching. It presents the theoretical foundations, describes practical applications, and discusses research results that support the integration of visual aids in a language audience.

1. The theoretical basis



1.1. Cognitive foundations of visual learning The theory of double coding by Allan Paivio (1971) states that information is better remembered if it is presented both verbally and visually. Images stimulate the right hemisphere of the brain, which processes non-verbal signals, while speech activates the left hemisphere. This simultaneous effect promotes understanding and memorization.

1.2. The role of circuit theory In accordance with circuit theory, students interpret new information, correlating it with their existing mental framework. Pictures activate basic knowledge and serve as a basis for understanding an unfamiliar language, especially when reading and listening.

1.3. Motivation and Engagement The Krashen affective filter hypothesis emphasizes the importance of motivation and emotional comfort when learning a language. Photos can lower the affective filter, creating a more pleasant and less intimidating atmosphere in the classroom, especially for students exploring the visual world.

Visual aids in teaching foreign languages are based on numerous theoretical approaches that explain how learners process, store, and extract information. One such perspective is the dual coding theory proposed by Allan Paivio, which suggests that cognition involves the interaction of verbal and visual systems. When a concept is presented as both an image and a word, students are more likely to assimilate and recall information because it is stored in two formats.

Another influential theory is multimodal learning, which emphasizes the value of involving multiple sensory modalities in the learning process. According to Mayer's "Cognitive Theory of Multimedia Learning," students benefit from combining words and pictures because it reduces cognitive overload and allows for better integration of content. This is especially useful when learning a language, where decoding new vocabulary and grammatical structures can be difficult if they are presented in isolation.

Constructivist theories, especially those influenced by Vygotsky, also support the use of pictures. They emphasize the role of social interaction and scaffolding in language acquisition. Pictures provide specific, shared links that facilitate discussion,



collaboration, and alignment of meaning between peers, especially when doing group assignments or working as a couple.

In addition, Bloom's taxonomy, widely used in education to develop learning goals, supports the use of visual aids to develop higher-order thinking skills. Images can lead to analysis, synthesis, and evaluation when students are asked to compare images, make predictions, or compose a story based on visual cues.

From the point of view of linguistics, Krashen's hypothesis of input reinforces the value of understandable input for language learning. Visual aids enhance the clarity of language by contextualizing it, helping students decipher unfamiliar phrases or sentences. This leads to more natural language acquisition and deeper engagement.

2. Practical part

2.1. Vocabulary development Pictures give a concrete idea of abstract words, making vocabulary acquisition more intuitive. For example, showing a picture of a "mountain" when learning this word improves understanding and memorization. Flashcards, illustrated dictionaries, and digital applications such as Quizlet use visual tools to consolidate knowledge about vocabulary.

2.2. Grammar Teaching Visual stimuli can help in teaching grammatical structures by contextualizing them. For example, pictures depicting the comparative sizes of animals can be used to teach comparative and superlative adjectives: "An elephant is bigger than a horse."

2.3. Oral skills Cue pictures are widely used in such types of speech activities as storytelling, description and debate. Students analyze the image, organize their thoughts, and formulate them using the target language. This helps to develop fluency, coherence, and vocabulary expansion.

2.4. Listening comprehension When students listen to a description or story and compare it with a picture, they train themselves to identify keywords and draw conclusions from the context. This double work increases the accuracy of perception and improves the skills of reasoning.

2.5. Reading and Writing Visual aids help students predict the content of reading passages or generate ideas for writing assignments. The sequence of images



can encourage students to compose stories, summaries, or dialogues. Such assignments contribute to the development of critical thinking and the structuring of written work.

One of the effective methods is the technique of "visual note-taking". Students listen to a short excerpt or lecture and sketch symbols or quick drawings reflecting the main ideas. This improves both the perception of speech by ear and memory. When students later explain their notes to their peers, their oral skills are significantly activated.

Another strategy is the "Image-Dialogue Pair" exercise. Teachers present an image that shows two or more people communicating with each other. Students are asked to imagine and write the dialogue taking place in this scene. This develops the functional use of language and helps students work out structures such as questions, requests, and apologies.

Another valuable tool is "Vocabulary Webbing" with pictures. Students create a visual map by linking the central image with related words, synonyms, and sample sentences. For example, the image of a "market" can be surrounded by terms such as "seller", "buyer", "bargain" and "noisy". This not only expands vocabulary, but also shows students how words function in context.

The "Picture Carousel" technique works well in group classes. Pictures are laid out across the class, and students move to each station in groups. At each stop, they must answer questions, describe a picture, or continue the suggestion of the previous group. This collaborative activity promotes interaction, creativity, and spontaneous speaking.

To support written work, an effective method is the "Visual Cues Journal". Every week, students receive a new image and are asked to write reflections, letters, or stories based on it. Over time, this contributes to the development of writing fluency and self-confidence.

To learn grammar, the game "Find a Mistake" uses humorous or illogical pictures in which grammatical errors are enclosed in captions or speech bubbles. Students identify and correct mistakes, which contributes to the development of analytical thinking and grammar checking.



Finally, teachers can promote critical thinking through "Image Debates." An image is presented that demonstrates a controversial issue (for example, environmental pollution, social inequality), and students must take opposing sides and defend their point of view, using the visual context as a springboard. This not only sharpens the language, but also develops persuasive communication skills.

These strategies show that the use of images in language education is not limited to passive observation, but involves active engagement, interpretation, and communication. Visual tools offer students multiple entry points into the language learning process, making lessons more inclusive and effective.

3. Classroom activities using pictures

3.1. Picture storytelling Students are given a series of pictures and asked to compose a story. This contributes to the development of creative abilities, skills of consistency and the use of various time forms and connecting elements.

3.2. Picture description routes Students describe the image in detail, paying attention to elements such as people, surroundings, emotions, and actions. This is especially effective for preparing for language exams such as IELTS or TOEFL.

3.3. Odd One Out Shows a set of pictures, one of which does not belong to the group. Students determine and justify their choice using special vocabulary and argumentation.

3.4. Two contrasting images are presented before and after (for example, a clean room and a dirty room). Students describe the differences using appropriate language structures such as the past tense or the passive voice.

3.5. Creating comics Students draw or receive a comic with missing speech bubbles. They fill in the dialogue, paying attention to tone, context, and grammatical accuracy.

4. Technology and visual language teaching

4.1. Digital tools In modern classrooms, smart boards, tablets and online platforms are often used, where images are included in interactive lessons. Apps like Canva, Padlet, and Edmodo allow teachers and students to create and share visual content.



4.2. Augmented Reality (AR) AR tools such as Google Lens or HP Reveal enhance image-based learning by allowing students to scan images and access relevant vocabulary, videos, or pronunciation guides.

4.3. Infographics and visual essays The creation of infographics encourages students to visually and linguistically synthesize information. This helps to develop generalization skills and the ability to present data in a structured way.

5. Advantages of using images in language learning

Improves memory and memorization

Promotes contextual learning

Increases student motivation

Encourages active participation

Eliminates language gaps, especially for beginners

It stimulates imagination and creativity

Supports inclusive education for visual and mixed media learners.

6. Problems and considerations Despite the value of images, excessive use or incorrect selection can reduce effectiveness. Teachers should consider the cultural sensitivity, relevance, and cognitive load of students. In addition, pictures should be integrated into the learning process, rather than serving as a decorative distracting element.

Conclusion

Pictures are not just additional tools, but fundamental elements of modern language pedagogy. Their ability to create context, stimulate discussion, and develop creativity makes them indispensable in developing students' language skills. In order to achieve maximum effect, teachers should thoughtfully use visual aids in accordance with the needs of students, technological access and educational goals.