

DESIGNING VISUAL AIDS AND ORGANIZING AN EFFECTIVE LESSON IN ENGLISH CLASS

Samatova Nodirabegim Jamshid qizi

*Student of Jizzakh State Pedagogical University Senior teacher of Jizzakh State
Pedagogical University*

Annotation: *This research paper was conveyed to determine how visual aids are used and benefit English language teaching. Likewise, two concepts were identified: oral communication and comprehensible input whose main concern is to conclude how they and visual aids can be related to each other to hone and improve oral skills in the process of English language teaching and learning. Different theories and authors support the hypothesis about the incorporation of different and varied visual aids due to great amount of comprehensible input it offers when learning English.*

Key Words: *Visual Aids, Oral Communication Teachers' Role, Foreign language Acquisition.*

INTRODUCTION.

Instruction is vital for everyone. Instruction is exceptionally crucial, denied of instruction no can lead a great life. Instructing and learning are the critical component in instruction. The instructor utilize distinctive approaches and significant to educate their understudies and their dynamic learning. With the section of time, changed strategies and methods are entered within the field of instruction and educator utilize different kind of helps to create compelling learning.

Visual helps stir the intrigued of learners and offer assistance the instructors to clarify the concepts effectively. Visual aids are those guidelines helps which are utilized within the classroom to empower understudies learning prepare. Agreeing to Burton "Visual helps are those tactile objects or pictures which start or invigorate and bolster learning". Kinder, S. James; describe visual helps as "Visual helps are any gadgets which can be utilized to create the learning involvement more genuine, more exact and more active".

Visual helps are instruments that offer assistance to create an issue or lesson clearer or less demanding to get it and know (pictures, models, charts, maps, recordings, slides, genuine objects etc.). There are numerous visual helps accessible these days. We may classify these helps as takes after, visual helps are which utilize sense of vision are called Visual helps. For illustration models, genuine objects, charts, pictures, maps, wool board, streak cards, bulletin board, chalkboard, slides, overhead projector etc. Out of these dark board and chalk are the commonest ones. The challenges of classroom instruction increments when endorsed a course to the lesson whereas course books (course readings) are

constituted with as well numerous intelligently skill exercises. Most altogether, it has change over a common marvel to coordinated reading material with sound visual helps as extra or supplementary asset for classroom course learning exercises.

MAIN PART:

What Visual Aids are

This section refers to the contributions and descriptions some authors give to the concept of visual aids its description and classification. Visual aids have been used since the beginning of learning and teaching. Most early reviews were concerned with the meaning of visual aids. As there are many authors who refer to visual aids, this literature review attempts to define them from manifold different points of view, thus provide the audience with complete and varied information.

Moreover, this paper defines visual aids in different aspects; use, design, function, and the advantages of using them in the teaching-learning process. Gilbert Weaver and Elroy Bollinger¹ (1949) define visual aids as “any specifically prepared drawing, illustration, model, motion picture, film strip, or other device that will expedite learning through the sense of vision” Current thinking contends that educational media or aids refer to all forms of information carriers that can be used to store, preserve and transmit or retrieve information to promote and encourage effective teaching and learning activities.

Therefore, visual aids yield in improving the teaching-learning process. Visual aids are intended to help both the teacher and the students in order to make the contents better understood, to contextualize vocabulary and make it meaningful for the learners.

In this respect Yi-Shun Lai (2011) maintains that using visual aids “not only stimulate students’ learning interest, but students can also interact with these visual aids, and can relate them to their past experience or their daily life experience. This leads us to confirm that using visual aids properly in the teaching-learning process stimulate students to participate and be familiarized with their own experiences. Not exempt of defining visual aids, M, Jesse (2008) claims that they “refer to graphs, maps, pictures etc. used as aids in learning” and these can be separable into four categories:

- NON-Projected 2D: wall board, roll-up board, picture, poster, chart, cartoon, Cue sheet, flannel board, flash card
- NON-Projected 3D: cut-out, model, mock-up, puppet, marionette, diorama, vocabulary wheel, keyboard, teaching machine
- Projected 3D: slide, transparency sheet, film strip, microfilm, videocassette,

¹ Berlo, D. (1960). *The process of Communication. A model of the Communication Process.* NY: Holt, Rinehart and Winston, Inc.

CD

- Verbal: text book, supplementary reader, workbook, magazine, document, duplicated materials, reference book, newspapers, and clippings. Regarding this categorization Calisto (1938) suggests how visual aids contribute to the teaching-learning process pointing out that visual aids firstly "provide for the learner a concrete picture of the situation in question²". Visual resources accompany what is verbally said and help to understand ambiguous situations. Moreover, the school and the teacher must provide interesting sources to offer attractive educative experiences to the students. Calisto (1938) also asserts that "another significant value of visual aids is economy of time" Teachers in general must be aware of the time while teaching, and in order to make use of it according to the contents and the learning outcomes it is necessary to manage every single activity and save as much time as possible in order to

Fulfill the objectives of the lesson. M. Alina (2006) establishes useful characteristic of visual aids and makes suggestions to prepare and use them inside the classroom. The author³ includes some features of visual aids as well. The characteristics Alina (2006) contends are the following:

- The pictures, maps and charts should be attractive and with suitable colors.
- Writing must be large enough and clear enough to be easily read from the Back of the class.
- The charts and posters should be accurate in spacing and planning.
- The figures and the letters should be well formed.
- Objects and pictures should be big enough for children to see from their Sitting places.
- There should be a great deal of pictures or materials to go round the children
If possible.
- Apparatus must be accurately prepared and be ready before the lesson.
- Let all pupils first see any materials or apparatus before individuals or age Group can see.
- All pictures on the television must be clear and the radio should have a clear sound.

² Callisa, E. (1938). The Use of Visual Aids in Teaching. University of Wisconsin.

Madison

³Aina, M (2006). EDU 203: General Teaching Methods. Retrieved from

http://www.nou.edu.ng/NOUN_OCL/pdf/pdf2/EDU%20203%20MAIN%201.pdf

- When preparing apparatus, the correct, accurate language and spelling must be considered.

Aina (2006) also outlines that these characteristics are essential when using visual aids

Properly because they "transmit information in such a fashion that will modify the

Attitude, habits and practices of students". The fact that the students are interested in an activity provides teachers with a useful tool that teachers must take advantage of.

Oral Communication in English Language Teaching.

This section focuses on how oral communication is accomplished inside EFL classrooms and on what leads the teacher and the students to communicate effectively. To start with, it is suitable to refer to oral communication inside a classroom as an indispensable activity. It is true that non-verbal and written communications are important, but oral communication is imperative. When teaching a foreign language, students cannot absorb the structures, the new phonemes, and everything this process implies without trying to produce or interact with the teacher verbally. In order to retrieve students' ideas in classes, or just make them wanting to share an opinion, it is necessary for them to search inside their registers and find something

That can be related to the topics which are being covered in the lesson. It is true that contents have to be part of the lesson as well as grammatical rules and structures, but without a context to relate them, it is useless. This is not an easy issue to accomplish, and calls for considerable creative thought on the part of the teacher to provide situations and stimuli that will get all the students to make active use in a communicative way of the language they have learnt. This means, when educating, teachers must be focused on what learners need or are interested in. The main purpose of doing this is to present students enough motivational visual incentive to accomplish the language learning in a communicative way, where the student is capable of expressing ideas in a context that is meaningful for him/her. Likewise, not only the teacher is involved in this process, but also the students. A. Geetha, (2008) claims that the "teaching-learning process is a mean through which the teacher, the learner, the curriculum, and other variables are organized in a systematic manner to attain pre-determined goals and objectives". This leads us to emphasize that both the teacher and the students at the same time of the curriculum are needed to reach the expected outcomes and that should not be separable in this process. Broughton et al. (1980) maintain that "He (the student) must be prepared by his teacher for actual communication with others . . . and the teaching must develop this competence in the learner This quote attempts to deliver the responsibility to the teacher, which cannot be denied since the teacher

is the facilitator in the teaching learning process; the one in charge of molding the oral communication skill to be

Applied in different contexts, situations and purposes. Sometimes students' oral production is individual, they put into practice oral skills independently and therefore they are not applying the input in the proper context or in a real situation. The English language learning must be carefully guided and the teacher must incorporate as many sources as s/he can; provide real situations in which the language can be used, and also propose interesting activities for the learners to be developed in the lesson. Broughton et al. (1980) contend, the teacher should control the students' speech, but when students have reached certain progress the guidance is not as rigorous as it is at the beginning, quite the contrary, it must "culminate in situations where the student is free to produce utterances appropriate to the situation" Once this has been reached, it is possible to conclude that oral communication in English is a process which should be guided until every student is free to produce orally and that the teacher's role is not teacher-centered anymore.

The Role of the Teacher

Considering that the teacher is an important element in the teaching-learning process, this section alludes to the role of the teacher in this procedure. As it is well known that the teacher must carry out and create activities inside the classroom in order to accomplish what Broughton et al. (1980) suggest that the situations and the stimuli are fundamental to make students communicate what they have learnt. This means that the teacher's role is to provide, create and maintain an adequate classroom atmosphere, in order to make students feel confident and comfortable enough to express important, therefore, to allow learners to practice speaking as an opportunity to use the grammar, pronunciation and vocabulary previously taught and, of course, the most essential task is the practice of the oral skill Liu (2013) believes that a lesson based on oral communication, and if the main purpose is to have students motivated to do it, the result will be a significant improvement and will keep them interested. If oral communication does not take place in the English lesson, maybe the responsibility lies on the teacher. As it has been remarked, the teacher is the guide and if oral communication is deficient it is because the method and activities proposed by the teacher are failing in some points. Making mistakes while teaching may be common, because the teacher must put into practice and test what best suits the learners' abilities, but to improve is a must. There are certain mistakes teachers make while teaching that interfere in the process of developing oral skills; some teachers still worry about teaching grammar, memorizing concepts and reciting most used structures, they tend to adopt the method of reading and writing, focusing mainly on developing these skills, teachers do not leave enough time to practice what students learn orally. Instruction should be "student centered" Likewise, some activities have a

lack of clear purpose or the “contents are not consistent with students’ reality” Liu. Oral communication may fail inside the classroom because of the teaching material and the lack of interaction. On the one hand, materials need to be motivating to catch the students’ interest and to promote communication inside the EFL classroom. On the other hand, interaction should be a matter of participation; individualism may also interfere on the success of the oral communicative teaching-learning process. Finally, what usually happens is that there are some students who always want to participate, and give answers. For managing this situation, the study called “Speaking for Better Communication”⁴ suggests that the teacher must “take the more enthusiastic students aside and tell them you need their help” (2012). What the Ministry of Education suggests in relation to the teacher’s role is: “. . . the teacher has to take into account the diversity among students in cultural, social, ethnic and religious terms, and relation to the difference between men and women, styles and learning rhythm, and levels of knowledge. That diversity is attached to a challenge that teachers must bear in mind”. Considering all the mentioned before, the teacher as an important element in the process of teaching-learning English has evolved according to the necessities providing opportunities instead of the entire knowledge encouraging students to feel free to produce in the target language.

Conclusion

From this investigate taking after conclusions have been drawn;

1-The investigate concluded that utilizing visuals helps as an educating strategy fortifies considering and moves forward learning environment in a classroom.

2- Viable utilize of visual helps substitutes dull learning situations.

3- Understudies create and increment individual understanding of the zones of learning when they involvement a fruitful and wonderful learning within the classroom.

4- Understudies discover visual helps sessions valuable and important when it has a few coordinate connection to the course substance.

5- The show investigate gave experiences on students’ recognition and conclusions on the utilize of visual helps and resources. Be that as it may, it is additionally basic to divert instructor’s suppositions, recognitions, encounters, disappointments and victory whereas utilizing visual helps assets.

⁴Bennet, D. & Zubber, K. (2012). The Impact of Multisensory Teaching Material on Elementary Schools Students’ English as a Foreign Language Acquisition

Process under the Focal Skill Approach. (Unpublished graduate paper). Austral

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