Using Visual Materials To Improve Speaking And Listening Skills

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Abstract: This article is about visual materials and qualities to develop speaking and listening skills in English. Also, there is given some information about importance of visualization for improving listening and speaking skills.

Introduction: A person must have knowledge and proficiency in a foreign language in the modern era. Because of this, the topic of learning a foreign language is more important than ever. However, a lack of vocabulary is the main reason why students are unable to communicate in a foreign language. Given that the structure of vocabulary skills of speech is not always intentionally taken into account when constructing challenging vocabulary activities, it may be concluded from an analysis of vocabulary exercises that students' vocabulary competency levels are greatly impacted. You will require a number of assistances to raise this level. Visualization must be employed widely in education, especially at the intermediate level, because foreign languages are learnt under false circumstances.

Between the ages of 8 and 14, students' self-awareness, cognition, and exposure to new things all increase considerably. At this age, all mental abilities— thinking, memory, and attention are improved. Visualization is used to plan the students' activities to maintain their focus and attention. The sensory-visual presentation of the subject has the advantage of stimulating students' cognitive activity. while easing fatigue, promote excitement for studying a new language.

When teaching foreign languages, remembering abilities must be taken into account. Visualization exercises are used in the classroom to aid in memory retention for all kinds of information. Visualization facilitates understanding what is being heard, provides a complete understanding of the subject, and prepares the ground for practical application.

One of the most logical learning concepts, the idea of visual learning derives from the way that pupils see, understand, and generalize information. Visibility has an effect on a student's emotional side of their personality. It is believed that the visual organs are more sensitive. It is said in Russian that "it is better to see once than to hear a hundred times." In terms of information assimilation, the auditory organ's "throughput" is five times lower than the visual organ's. A person's memory of this information is quickly, easily, and firmly implanted.

The creation of representations and visuals, which thinking then transforms into concepts, is made easier by visual assistance. Illustrations help to improve memory, focus, and observation skills as well as spark interest in studying a foreign language.

Drawings, photos, diagrams, tables, and images all serve as visual representations of visibility. A particular context, the local language environment, is another factor that contributes to internal visibility. Visibility is the physical embodiment of how these items seem to the mind when they are represented in pictures, drawings, etc. When they talk about visibility, they're talking about pictures of these things. Vivid visibility produces a sense of live pictures and establishes related connections since the learner's impression of visibility has an emotional influence.

A visibility might be objective, aural, or visual. Subject visibility is a strategy that helps with the development of foreign language thinking. For instance, you may observe that children acquire particular concepts more quickly and participate more actively in the school

when you use pictures in the classroom. The graphic always gives the lecture more motion. Children are eager to express themselves or respond to inquiries about the content of the picture as they hear the tale from the picture, which aids them in understanding the meaning of foreign language.

As you describe the topic, you can put cards on the board that include recent text and pictures next to them. Students deduce the meaning of the text from the pictures after reading it. We engage students and activate their motor memory via images.

At the beginning of the session, the concept of clarity should also be used (in phonetic charging). For instance, when studying poetry, pupils could visualize the subject being covered. In addition to poems, pupils' word knowledge and sentence-building skills can be evaluated through games. For games, flyers are distributed with the image of little photographs arranged so that the new word starts with the last letter of the old word. The pupils' objective is to construct as many phrases as they can using the words that are written on the photos that are distributed. Developing speaking and listening skills is the most difficult aspect of learning a language. Speaking cannot be learned without listening, which is why it is a necessity for it. All of these are included in the oral communication process as a whole. Speaking comes first and happens simultaneously with listening, which follows later and is a derivation of speaking in communication. One of the independent obligations of teaching a foreign language is developing listening abilities as a form of speech activity.

Such tasks should be carried out when youngsters may see the speaker in addition to hearing them in order to begin listening instruction. They first merely want to repeat what they heard and do not strive to check their understanding. Not every circumstance necessitates making a demand. Instead of thinking about and comprehending what he has heard, the learner will try to provide an answer, which could even make it harder for him to learn to listen. The hardest part of language is speaking, thus speech reproduction is already the end result. Successful listening exercises are those that emphasize comparison, discrimination, and recognition.

Speaking of the role of technical tools in the teaching of listening, as well as their advantages and disadvantages, it is safe to say that none of them, when used alone, can completely guarantee the success of learning; rather, the most effective results can only be obtained by using the right combination of tools, each of which must be tailored to the specifics of the studied problem and the level of cognitive activity of the students.

The principle of visual learning, which originates from how students view, understand, and apply information, is one of the most basic learning concepts.

Visual tools let people create representations and pictures that can subsequently be thought of as concepts. A culture of cognition, observation, aesthetic taste, and memory are all fostered by illustrations.

Graphic tools draw pupils' attention. When visual aids are in fact a specific stimulus, they draw unintentional attention. Compared to verbal methods, visual representations are more effective in grabbing pupils' attention [1, 102-109].

Several writers discuss utilizing visibility to boost motivation. Graphic aids help students understand how the subject is applicable in real-world situations. Children in primary school show a significant deal of attention in images, which forms motivation to learn a foreign language [2, 239].

Visibility acts as the foundation for our mental activity and growth, is a way to activate learning, inspires interest and motivation, makes it easier to assimilate and memorize information, and strengthens our knowledge. These are the functions of employing visibility that may be recognized.

Visibility is vital while providing lexical information, that is, particularly at the familiarization stage, as pupils do not yet know the meaning of words. This is in contrast to other stages of working with the language, that is, with training and application. While learning the meaning of a word, visibility is frequently employed (it is also necessary to familiarize with the graphic and sound form and use of the word). The basis for the power of the word's continued memory is built at this stage of familiarization, making it a crucial one in the word study process [35, 118–139].

Semantics can be expressed in a variety of ways, both translational and non-translational. The specifics of the lexical unit, the level of linguistic competence, the level of education, the characteristics of the student team (including cognitive abilities), the linguistic and methodological competence of the teacher, and the available teaching strategies at the school may all influence the method of semanticization chosen for the target word [2, 239]. Visibility is categorized as a non-translatable technique since it does not require the topic to be named, described, or interpreted in the native vernacular. Using visual assistance, motor or object visualization, visual semantics is a methodology used in systematic research to visually communicate the meaning of a given lexical unit.

Because of a number of factors, primary school

semantics is most frequently taught visually. This approach is the simplest to understand and the most successful for absorption and long-lasting memorization since it takes use of the quirks of children's thinking. Associative links are strengthened and guessing, creativity, and creative thinking are all developed through the use of visual semantics techniques [3, 213]. Additionally, vocabulary is learnt early when teaching a foreign language and has a subject character rather than an abstract one, making this type of semantics perfect for younger students. [4, 480].

Most of the lexical topics that are assigned to primary school children (such as "verbs of movement," "animals," "school supplies," and "food") blend words with sufficiently varied meanings that it does not seem appropriate to explain utilizing translational techniques of semantics. Clarity makes it possible to semantically group things and verbs with concrete rather than abstract meaning, as well as numbers, moods and emotions, prepositions, and geometric forms. The instructor has many of options for visual semantics for various topics, according to theory. For instance, topic (a celebratory candle or balloon in the shape of an essential digit), pictorial (images portraying numbers, pictures exhibiting a particular number of things according to the number being semanticized), and even motor visualization can semantically represent numbers (the teacher claps his hands or performs any other simple action a certain number of times and voices the word). However, there are easier and more accessible alternatives, making it impractical to use some methods in the lesson (unwanted methods of visual semantics are unique to each lexical topic) (simplicity, accessibility, and expediency are precisely the criteria that the teacher is guided by when choosing the type of visibility). The type of visibility chosen for semantics should be consistent with the nature of the word (verbs of movement should logically be shown with movements, feelings - with the help of facial expressions, and prepositions - with the help of an object that can be first under the table, then on the table, then next to...) rather than being a single type that applies to all lexical topics in all cases. It's important to illustrate the meaning in light of the action's actual nature. It is crucial to keep in mind that pupils should be able to understand the meaning of the word displayed to them; otherwise, the use of visibility is ineffective. In any instance, the instructor should provide the learned term in context (i.e., employed in a phrase) to aid in the student's grasp of its meaning following the demonstration.

The visual approach to semantics also has a number of drawbacks. Due to the subjectivity of perception, untranslated semanticizing approaches take more time and cannot always guarantee understanding, but the instructor should make an effort to ensure that each student has the same understanding of the represented item or phenomena. From this perspective, translation is universal and takes less time [5, 336].

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