

Yaqubova Mahbubaxon Mamatismailovna
ASIFL, teacher

USING VISUAL AIDS TO BUILD LANGUAGE AWARENESS

Abstract: This article presents ideas about using visual aids to build language awareness. We can use diagrams, charts, graphs, photographs, videos, or illustrations, consider the age, grade level, and interests of our students when selecting visual aids.

Key words: visual aids, illustrations, photographs, videos, design and style

Using visual aids can be an effective way to enhance student learning and engagement. Here are some tips on how to use visual aids effectively:

Choose appropriate visual aids: select visual aids that are relevant to the topic and align with the learning objectives. Examples include diagrams, charts, graphs, photographs, videos, or illustrations. Consider the age, grade level, and interests of our students when selecting visual aids. When selecting visual aids for our students, it is essential to choose ones that are relevant to the topic being taught and align with the learning objectives. Visual aids can take various forms, including diagrams, charts, graphs, photographs, videos, or illustrations. Each type of visual aid possesses unique characteristics and can effectively convey information in different ways. Considering the age, grade level, and interests of our students is crucial in making appropriate choices. Firstly, the age of our students plays a role in determining the most suitable visual aids. Younger students, such as those in early elementary grades, tend to respond well to simple and colorful visuals that capture their attention. For example, incorporating illustrations or photographs of familiar objects or animals can help illustrate concepts and reinforce vocabulary.

As students progress to higher grade levels, they may benefit from more complex visual aids, such as charts or diagrams, which can demonstrate relationships between ideas or processes. Secondly, the grade level of our students should be taken into account. Different grade levels have distinct curriculum requirements and learning expectations, which should guide our selection of visual aids. It is important to choose visual aids that align with the specific content being taught and the level of understanding expected from the students. For instance, if you are teaching a science lesson on the water cycle to middle school students, a diagram or flowchart illustrating the different stages of the water cycle could be a helpful visual aid. Lastly, considering the interests of our students can enhance engagement and facilitate comprehension. Visual aids that resonate with their interests are more likely to capture their attention and make the content more relatable. For example, if you are teaching a history lesson on ancient civilizations, incorporating images of artifacts, maps, or virtual tours of archaeological sites can spark students' curiosity and create a connection to the subject matter. Additionally, it is crucial to ensure that the visual aids you choose directly support and reinforce the learning objectives you have set for our students. Visual aids should be selected with the intention of enhancing understanding and achieving specific learning outcomes. For example, if our objective is for students to comprehend the concept of fractions, visual aids such as fraction bars or pie charts can visually represent fractions and aid in their understanding. Similarly, for a language arts lesson on storytelling, visual aids like storyboards or images representing story elements can help students visualize and plan their narratives effectively.

Visual aids should be easily understood at a glance, without any unnecessary complexity or clutter that may confuse students. The main message or information should be readily identifiable and digestible. By keeping the visuals clear, students can quickly grasp the intended meaning without getting lost or misinterpreting the content. Design plays a significant role in visual aids. A well-designed visual aid is visually appealing, organized, and visually balanced. Consider using a clean and uncluttered layout that guides students' attention to the most important elements. Utilize appropriate spacing between text, images, and other visual components to ensure a visually pleasing composition. Additionally, the use of

headings, subheadings, and bullet points can structure the information and make it easier for students to follow. Visual appeal is another critical aspect to consider. [1, 22]

Visual aids should capture students' attention and maintain their interest. Use colors, fonts, and images that are visually appealing and create a positive learning environment. Choose colors that are harmonious and easy on the eyes, and employ fonts that are clear and legible. Incorporate relevant and high-quality images that enhance the visual appeal of our aids. However, be cautious not to overuse images or make them too distracting, as they should support understanding rather than overshadow the content. Readability is essential for effective visual aids. The text used should be easily readable by students. Consider the size and style of the font to ensure it can be easily seen and understood from a reasonable distance. Avoid using fonts that are too small or fancy, as they can hinder legibility. Use a font size appropriate for the viewing distance and, if necessary, increase the font size for better visibility.

Maintaining consistency in design and style throughout our visual aids creates a cohesive learning experience. Consistent use of colors, fonts, and formatting helps students recognize and associate the visual style with our teaching, creating a sense of familiarity and coherence. Accessibility is a vital consideration when designing visual aids. Ensure that the visual aids are accessible to all students. This includes using appropriate font sizes and high contrast between the text and background to make the content readable for students with visual impairments. Provide alternative formats or descriptions for students with specific needs, such as audio descriptions for visual elements or printed copies for those who require them. Lastly, visual aids should be relevant and directly support the content being taught. Avoid using visuals just for the sake of having them. Each visual aid should have a clear purpose and contribute to students' understanding of the topic. By following these guidelines and focusing on clarity, design, visual appeal, readability, consistency, accessibility, and relevance, you can create visual aids that effectively support student learning and engagement. Visual aids should serve as helpful tools that enhance understanding, rather than distractions or sources of confusion. [2, 375-394] Taking the time to create visually appealing visuals can significantly impact students' ability to comprehend and retain the information being presented. In conclusion, prioritize clear and visually appealing visuals by considering factors such as clarity, design, visual appeal, readability, consistency, accessibility, and relevance. By doing so, you can create visual aids that effectively support student learning and engagement in the classroom. Introduce and explain the visual aids: Before presenting the visual aid, provide an introduction and context to help students understand its purpose and relevance.

Clearly explain the key elements or information that the visual aid conveys. When using visual aids in our teaching, it's important not only to present them but also to introduce and explain them effectively. This allows students to understand the purpose and relevance of the visual aids, ensuring they can fully benefit from the information being conveyed. Here are some key considerations for introducing and explaining visual aids: Introduction and Context: Begin by providing an introduction to the visual aid. Explain to students what it is, why you are using it, and how it relates to the topic being discussed. Set the stage by briefly outlining the key concepts or ideas that the visual aid will help to illustrate. This introduction helps students understand the purpose and relevance of the visual aid, creating a clear connection between the content and the visual representation.

In conclusion, selecting appropriate visual aids involves considering their relevance to the topic, aligning them with the learning objectives, and taking into account the age, grade level, and interests of our students. Visual aids serve as powerful tools to supplement our teaching, providing concrete representations of abstract concepts and making the learning experience more accessible and enjoyable. By thoughtfully choosing visual aids, you can enhance student engagement, understanding, and retention of the content. Use clear and visually appealing visuals: Ensure that the visual aids are clear, well-designed, and visually appealing. Avoid cluttered or confusing visuals that may distract students. Use colors, fonts, and images that are visually appealing and support understanding. When using visual aids in our teaching, it's important to ensure that they are not only clear and well-designed but also visually appealing. This ensures that the visual aids effectively convey the information you intend to communicate and engage students in the learning process. First and foremost, clarity is crucial.



LIST IF USED LITERATURE:

1. Bahrani, T., & Sim, S. (2020). The effects of using visual materials in teaching vocabulary on Iranian intermediate EFL learners' receptive and productive vocabulary knowledge. *Journal of Language Teaching and Research*, 11(4), 247-262.
2. Chun, D. M. (2017). Language Learning Beyond Words: Incorporating Visuals into Language Pedagogy. *The Modern Language Journal*, 101(S1), 107-121.
3. Gee, J. P. (2003). What Video Games Have to Teach Us About Learning and Literacy. *Computers in Entertainment (CIE)*, 1(1), 20-20.
4. Yaqubova, M. M. "A Teacher as an Educator." *International Journal on Integrated Education* 5.2 (2022): 173-175.
5. Yaqubova, M. (2024). The Content of Teaching Speaking in English. *Excellencia: International Multi-disciplinary Journal of Education* (2994-9521), 2(3), 121-125.
6. Якубова, М. (2024). Improving expressive reading skills through selecting teaching materials. *Общество и инновации*, 5(4/S), 174-179.