

## Visualization Tools as a Key Component in Teaching Foreign Languages

*Nilufar Gofur kizi Burieva*<sup>1</sup>

**Abstract:** This article examines the use of visual aids in teaching a foreign language, since the influence of visual aids on students' motivation when learning a foreign language is still a matter of debate. The author believes that the use of visual aids when teaching a foreign language increases efficiency and active senses, thereby facilitating and accelerating learning and inspiring students.

**Keywords:** visual aids, foreign language, fishbone, mental maps, communicative competence.

### Introduction:

In modern conditions of the rapid development of international relations, there is an urgent need to ensure a high level of formation of foreign language communicative competence among students, which determines certain requirements for the modeling and implementation of a language training system using progressive teaching methods. A priority direction in the development of methodological knowledge in the field of teaching foreign languages is research aimed at finding a new paradigm for teaching foreign languages in order to increase the effectiveness of educational activities among students. When implementing a competency-based approach to teaching, it is necessary to use new and modify existing technologies in practice, to create educational language materials that meet the requirements of the time and are based on effective ways of organizing and presenting this material. The variety of teaching methods and means that have developed over the past decades require their critical analysis and comprehension [21, p.912].

### Main part:

Visualization is one of the most effective and widely used pedagogical means in teaching foreign languages. The high positive effectiveness of using visualization in the formation and development of foreign language competence over a long period has been noted by numerous studies. In the practice of foreign language education, visualization was used at all stages of learning, and the scope of its application, together with a set of tools, expanded more and more over time. "In modern conditions, we are increasingly talking not just about visual aids, but also about visualization tools, the creation of which is based on various methods of processing and arranging information, allowing it to be presented in a compact and convenient form for perception and use" [10, p. 70]. The intensification of the process of assimilation of educational language material is facilitated by the widespread use of visual aids. "The main purpose of using any means of visual demonstration is the possibility of implementing two-channel communication, and, accordingly, increasing the volume of transmitted information" [24, p. 163]. A.N. Ioffe defines visualization in education as a way of obtaining and generalizing knowledge based on a visual image of a concept, event, process, phenomenon, fact, based on associative thinking and systematic structuring of information in a visual form. It makes it possible to transfer information from a text format into a graphic form; it is not an alternative to the verbal approach in education, but rather achieves increased teaching efficiency in their synergistic combination [11, p. 3].

Experience in teaching foreign languages at a university indicates that students experience certain difficulties associated with assimilation of a huge amount of information, most often presented in a linear form. In this regard, there is an increasing need to present language educational material with the active use of visual aids, which make it possible to overcome the difficulties associated with teaching

<sup>1</sup> The senior teacher at the Department Foreign languages, Karshi University of Economics and Pedagogy, Uzbekistan



various language skills. The use of information and communication technologies corresponds to the figurative and emotional thinking style of modern students and ensures much faster memorization of language material through visual perception. The development of visual models requires not only a certain amount of teacher time and experience in teaching foreign languages, but also knowledge of rational and effective methods and techniques for working with educational information: systematization, analysis, codification, classification, schematization, grouping, search for a reference point, structuring, the use of associations, recoding, mnemonic techniques, the use of analogies, completing information.

Currently, there are many visual aids used in various disciplines, but we have selected those models that have a high rate of effectiveness in the practice of teaching foreign languages.

The Fishbone method, “fishbone”, fishbone diagram, or cause-and-effect diagram was created in the mid-20th century by Japanese professor Kauro Ishikawa. This is a graphical structuring of information that allows you to visually present educational material on a particular topic and, by highlighting key concepts and logical connections between them, reduces the amount of information required for memorization. This method allows teachers to establish in a visually meaningful form the cause-and-effect relationships between the object of analysis and the factors influencing it, which, if necessary, can be ranked according to their degree of significance. In addition, this visualization tool is aimed at developing skills in working with information and the ability to pose and solve problems. When constructing a fishbone diagram, it is necessary to present information of problematic content (in horizontal or vertical form) in four blocks: in the head, tail, and on the upper and lower bones of the fish skeleton. The topic of the problem is placed in the head to be analyzed in the process of working on the text. On the upper bones are the main concepts or causes that resulted from the problem; in this case, the most significant of them for solving the main problem are fixed closer to the head of the fish skeleton. The lower bones serve to record the basic facts that reveal the essence of the concepts indicated on the diagram or confirm the presence of the stated reasons. The tail contains the main conclusion on the problematic topic under consideration. An important condition when filling out the above points is brevity, accuracy, logic and conciseness of the formulated concepts. The highest effectiveness of using the fishbone method in foreign language classes can be achieved during generalization and systematization of knowledge.

Mental maps- (mind mapping, mind maps, associative maps, thought maps, memory maps or thinking schemes) were developed by an American psychologist, a specialist in the field development of memory and thinking by Tony Buzan in the 60-70s of the 20th century, and since then he has been considered the popularizer of the idea of mind maps as an effective way of working with information. The basic idea of mind maps is to use radial notation rather than traditional linear text. The main theme is focused in the very center of the sheet, then in the process of generating associations, secondary ideas move away from this main idea. “The term “radiant thinking” (from “radiant” - a point in the celestial sphere from which the visible paths of bodies with identically directed velocities, for example, meteorites of the same stream, seem to emanate) refers to associative mental processes, the starting point or point of application of which is the central object "... The more new information you assimilate in an integrated, radiant, organized way, the easier it is for you to assimilate this amount of new information [1, p. 576].

Mental maps are one of the most effective modern means of visualizing educational material used in teaching foreign languages due to the systematization and structuring of a large amount of information. Such mind maps must be drawn up in advance and applied at various stages of the educational process, realizing a wide range of possibilities: introducing and explaining new grammatical material, semantization and activation of vocabulary, forming linguocultural competence, organizing the search for solutions to problems in a given problem situation, drawing up projects, planning a monologue statement. Mental maps have a huge advantage over the usual linear way of presenting educational language material, not only due to the concentration of attention on the key points of the object being studied (the main idea with all secondary ideas), but also due to a variety of drawings, arrows (to indicate associative connections) and color decisions, which fully reflects the provision of visibility.



Thus, the technology of mapping key ideas in teaching foreign languages, which is based on the principle of knowledge visualization, helps to optimize the mental activity of students while achieving maximum positive results and minimal time and effort. One of the effective ways to visualize educational material in the process of teaching foreign languages is infographics. Infographics are information block in which various forms of visual elements (numbers, figures, tables, diagrams) that reveal or complement the content of the text are integrated. This method allows teachers to present a large amount of information in an orderly and easily digestible form, realizing its main goal - transferring the main content to the recipient. Infographics are widely used in foreign language classes when introducing, consolidating and summarizing lexical, grammatical and linguistic material.

Nowadays, creating infographics does not seem difficult, since there are a large number of resources on the Internet offering a large selection of templates and a set of visual tools [12, p. 133]. One of the advantages of infographics is that they can be used at all levels of foreign language proficiency. Data visualization, performed using infographic technology and representing a combination of bright design of text content with figuratively symbolic objects, guarantees the development of cognitive and communication skills of students and increases their motivation, thereby providing a positive effect in the educational process.

The essence of a denotation graph (Latin *denoto* – I designate and Greek *Grapho* – I write) is “isolating from the text the essential features of the key concept” [16, p. 57]. This technique is presented in the form of a logically structured tree diagram, which in a certain way reveals the content of the key concept and its main aspects. The main topic, usually expressed by a noun or phrase (a group of nouns combined with other nominal parts of speech), is located in the top column in the form of a rectangle (first level). Below (second level) are graphs with verbs related to the main topic, which help move thoughts from the main topic to its essential features. At the third level, nouns are placed (or a group of nouns in combination with other nominal parts of speech), which fully reveal the meaning of verbs at the second level and thus specify the content of the main topic. At the fourth level, verbs are again presented that characterize the connection with nouns from the previous level. Thus, one of the key points when constructing a denotation graph is the strict alternation of a noun (or a group of nouns in combination with other nominal parts of speech) and a verb, which synergistically reveal the essence of the main concept. This technique can be effectively used in teaching foreign languages when consolidating and generalizing lexical, grammatical and regional studies materials. In addition, the high efficiency of using this technology was noted in the work on analyzing the text of problematic content in a foreign language in order to identify the essential features of the concept being studied, while developing critical thinking in students. In addition, the denotation graph provides convolution of a large amount of information thanks to its logically and concisely constructed multi-level scheme. One of the modern methods of working primarily with vocabulary in foreign language classes is the creation of a tag cloud (label cloud, keyword cloud). A tag cloud is a way of visually presenting information in which the keywords of the text are located in a certain area in the form of a special image of these words generated using an online service. The font size and color of keywords may vary depending on the frequency of use of a particular word in the source text. The more often a word is mentioned in the text, the larger the font size it is. The image of these words itself can also take different forms. Some web services provide the ability to change the color, size, position, shape, background, and spacing of words, and generally most are simple and easy to use. The use of this technique ensures a high degree of holistic perception of text presented in a compressed form and eliminates the difficulties associated with the perception of linear text. Tag clouds are especially valuable for visual people (people who perceive most information through vision), since this technique is aimed at the visual channel of information transmission.

### **Conclusion:**

Thus, the presented system of visualization tools in teaching foreign languages has a wide range of application: introduction and updating of lexical, grammatical and regional studies materials, development of monologue utterance skills, work with texts. The advantage of graphic technologies for organizing educational language material is the possibility of presenting and transmitting linguistic



and communicative knowledge, skills and abilities to students in the most concise, accessible and easily digestible form by intensifying the visual perception of this material [8, p.1790]. The use of visual aids in foreign language classes is not only one of the means of ensuring better mastery of language and speech skills, but also helps to increase students' motivation, enhance their educational and cognitive activity, and form and develop critical thinking. Consequently, the active introduction and widespread use of a complex of visual aids in the process of teaching foreign languages leads to the formation of a number of competencies, and is an effective means of ensuring high quality linguistic education.

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