

Visualization as a Key Technique in the Actualization of the Learning Process

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Abstract: The article is devoted to determining the role of visualization in enhancing the learning process of foreign languages, including Russian as a foreign language. The paper considers the factors of using visual aids, which promote the formation of communicative skills, allow controlling the mastering of learning material and directing speech statements of students. The author gives the classification of visual aids in the system of developmental teaching which is divided into visual, audio, visual-audio aids.

Key words: visual aids, communication, motivation, Russian as a foreign language.

One of the urgent tasks of modern educational policy of any state is to prepare a highly qualified and competitive specialist. Learning of foreign languages takes a special place in such programs, including Russian as the most important language of science and world communication systems, a specific subject, inseparable from the problems of economy, politics, culture in our country.

Nowadays, the communicative orientation of learning determines all aspects of methodological and pedagogical activity. And this, in turn, implies the creation of high motivation for learning. It is known that learning activities are the most successful where participants are highly motivated. The most important factor stimulating the process of foreign language speech communication should be considered the motivation of learning a foreign language.

Motivation is understood as a system of stimulating impulses that direct the learning activity, in case of a positive attitude of the teacher, to a deeper study of Russian as a foreign language, its improvement and the desire to develop the needs of cognition of foreign language speech activity. Communicative motivation is a way to ensure proactive participation of foreign listeners in communication during Russian language classes and outside of them; and the situational reality of life serves as the basis that causes the need to communicate.^[13]

The desire to communicate often occupies a leading place among the motives that motivate a person to engage in joint practical activities. The student speaks in his/her native language when he/she feels the need to express a thought. This situation should be supported when teaching Russian as a foreign language. Already from the first lessons it is necessary to include the student in active speech activity. The level of situational motivation is crucially determined by how speech situations are created, what material and techniques are used, etc.

One of the main ways to enhance the learning process in teaching Russian as a foreign language is the use of a set of visual, auditory and visual-auditory aids. According to the Russian philologist and researcher M.V. Lyakhovitsky, the main purpose of visibility is to optimize the process of learning of educational information, to create a "more or less pronounced illusion of exposure to the natural language environment, to the conditions in which foreign language speech functions."^[11] Visual material is also one of the most effective means of creating motivation in students to communicate in Russian.

According to modern research (V.V. Davydov), the active form of this type of visualization is manifested not only in imagination and memory on the basis of the presented illustration, but also in independent cognitive activity, which develops activity, assumes such organization of the object study process, in which one can use not only imagination and memory, but also forms of thinking. With such an approach, each learner can "feel and experience" the scientific problem hidden in the subject and catch the direction in which it can be solved.^[5]

The problem of visibility in the teaching of Russian as a foreign language has always been crucial. It is well known that the effectiveness of learning depends on the degree of involvement in the perception of all human senses. The more diverse sensory perceptions of the educational material, the more firmly it is absorbed. This pattern is expressed in the didactic principle of clarity. The principle of clarity follows from the essence of the process of perception, comprehension and generalization of the studied material by students. Visibility - specially organized display of linguistic and extralinguistic material in order to facilitate its explanation, assimilation and use in speech activity.^[9] The use of visualization to manage the processes of formation of communicative skills contributes to the organization of cognitive activity of students for whom Russian is not a native language.

The use of visuals is an integral part of the learning process. Like the whole process of teaching and education, it is all about creativity, where it is impossible to give recipes that are suitable for all times and under all conditions. In pedagogical activity no two conditions are the same, and no two trainees are the same, so the use of existing experience cannot be simply transferred. Of course, it is necessary to use the experience of others, but we cannot transfer ready-made experience without taking into account the peculiarities of the situation, people, tasks, and without taking into account the pedagogical system of teaching, which always has its own goals, objectives, and teaching methods. Therefore, it is very important that each teacher deeply thought through the methods of application of visual aids, and not blindly copied even the most effective methods of others.

The modern teacher has a large selection of visual aids. And visual aids are being improved and are becoming more and more convenient and effective for performance of the tasks set by the teacher. Modern conditions of learning compel the teacher not only to use visual aids, but also to think how they contribute to the fulfillment of tasks. Visual aids may contribute to a better assimilation of knowledge, be neutral to the process of assimilation or inhibit the understanding of theoretical material.^[10] The success of learning also depends on the correct organization of all thinking activities of the student. Visualization of learning becomes one of the factors influencing the nature of learning material. Visual aids ensure the complete formation of any image, concept and thereby contribute to a more solid assimilation of knowledge, understanding the connection of scientific knowledge with life. Visual aids increase interest in knowledge, make it easier to assimilate it, maintain student's attention, contribute to the development of students' emotional and evaluative attitude to the reported knowledge.

In addition to the basic principles and methods that activate the cognitive activity of students, there are factors that awaken students' activity, i.e. motives or incentives the teacher uses to activate the activity of students.

It is known that there are four main types of speech activity: listening, reading, writing, and speaking. Correctly chosen means of visualization motivate listeners to express their opinion, i.e. form the skills and abilities of speaking. A student learning Russian should be able to:

- understand the statements of the interlocutor;
- correctly determine the communicative intentions of the interlocutor within a given set of situations;
- independently produce coherent statements.

One of the specific features of teaching speaking and through it oral foreign language communication is communicative motivation. It is based on the need of two types: the need to communicate as such, which is inherent in a person as a social being (general communicative motivation), and the need to perform a given specific speech statement, the need to get involved in a given speech situation (situational motivation).^[4]

Thus, the use of visual aids can implement the basic principles of enhancing cognitive activity of students in Russian lessons. Based on the principles and factors of activation of cognitive activity of students, it is possible to create an effective method of teaching with the use of visual aids.

Classification of Visual Aids in the Developmental Learning System

Visibility as one of the most important didactic principles is developed and implemented in the theory and practice of teaching Russian language at all stages of higher education.^[2] The main way of its implementation is the use of visual aids in the learning process. Visual materials can bring benefit only if they are organically related to the content of the lesson as a whole, with all its components and tasks. Getting down to the use of visual aids, the teacher must realize for what purpose he/she does it, to determine at what stage of the lesson to work with them, how to connect this stage with other parts of the lesson.

Visual aids help to solve such problems as mobilization of mental activity of students; introducing novelty in the learning process; increasing interest in the lesson; increasing the possibility of involuntary memorization of the material; expanding the volume of the mastered material; identifying the main thing in the material and its systematization.^[7] Thus, visualization tools are used at almost all stages of learning: at the stage of explaining new material (presentation of information), at the stage of consolidation and formation of skills (teaching students certain actions), at the stage of control over mastering knowledge and forming skills (evaluation of student work results), at the stage of systematization, repetition, generalization material (identifying the main, most important in the material studied).

Currently, there are numerous types of visual aids and means of their presentation. Therefore, it makes sense to classify these means.

Visual aids are divided into visual aids: visual, audio, visual-auditory.

Visual aids.

Note that at the initial stage of learning Russian as a foreign language it is necessary to use, first of all, visualization systems of language signs in the form of a variety of charts, tables, etc. Let us denote the main groups:

Table. Tables are the most common and traditional visual aid in lessons of Russian as a foreign language. The main didactic function of tables is to provide students with a reference point for applying a rule, revealing the pattern underlying a rule or concept, and facilitating the memorization of specific language material. In this regard, they are divided into linguistics and speaking.

Language tables reflect the pattern, the essence of a rule or concept. Speech tables contain specific speech material (words, phrases) which you want to memorize. An example of such tables are tables with a selection of perfect and imperfect verbs or with the use of prepositions “in”/“on” with words in the prepositional cases, etc. In other words, with the help of speech tables the work on enriching the vocabulary of students and improving their orthographic literacy is organized. One way of presenting such speech material is to use specially designed demonstration cards. They are dynamic, moving aids from which tables are formed.^[1] Tables can be used at the stage of comprehension, understanding of rules, definitions, concepts, at the stage of consolidation of the studied material, during repetition and systematization.

Schemes. Of all the existing forms of visualization now the most common are schemes, which are a special organization of theoretical material in the form of a graphic image, which reveals and visually emphasizes the relationship and dependence of the phenomena characterizing a particular language problem (grammatical, orthographic, punctuation, etc.) This image is created in a simplified and generalized form.

The diagram can be of practical help in mastering theoretical material and performing exercises. Working with the scheme in practical exercises, the student is forced to memorize it because his visual memory is usually well developed. This kind of work also trains logical memory, as the schema provides theoretical information, exposing logical connections between linguistic concepts.

Painting. The picture (reproduction, illustration) serves as a source of speech statements of students when describing the appearance of a person, describing an animal, describing the area. It is necessary to adhere to the principles of selection of paintings (illustration) for work in the class: high artistic skill, simplicity of composition, clarity of the author's idea, compliance with the tasks of speech development of the audience, considering the topic and purpose of the lesson. The picture (illustration) can also be used in the process of teaching students to build sentences (on a given topic, by reference words, etc.).

In all cases, work with a picture is aimed to help students in the selection of the necessary speech components in the formation of a statement. Correctly chosen and methodologically correctly applied picture (reproduction, illustration) helps the teacher to solve the whole complexity of training tasks: to introduce and actualize a certain vocabulary; to activate grammatical forms and constructions studied at this time; to teach to form a specific speech statement, which is based on the analysis and description of a painting.^[3]

Handout material. As a teaching tool it is used in lessons of Russian as a foreign language and handout graphic material, the basis of which are drawings (including plot), placed on special cards. Drawings help to comment visually on the meanings of words, encourage students to use the studied vocabulary, and provide material for practicing the norms of the Russian language. All this allows to form the speaking skills of students.

The advantage of providing assignments on cards is the presence of varying degrees of difficulty in the handout of exercises, which contributes to the implementation of the principle of differentiated learning.^[12] The handout includes:

- tasks for enriching the students' vocabulary (explain the meaning of a word, establish the difference in the meaning of words, pick up synonyms, antonyms, related words, etc.)
- tasks related to teaching students the exact, correct use of the studied vocabulary (choose from a number of possible options the one that corresponds more to the aim of the statement);
- tasks aimed to prevent grammatical errors (violation of the norms of Russian literary language): create certain forms, make up word combinations and sentences, correct mistakes; building small coherent phrases (make captions to drawings, choose a title from a number of possible combinations, orally describe a drawing, etc.).

This allows to determine the basic rules for the use of this type of visualization:

1. the use of handouts should be at the stage of consolidation of the material studied, when the basic skills and abilities associated with the mastering of the material have already been formed with students;
2. when using handouts, it is necessary, first of all, to activate the students' creativity;
3. use handouts to organize individual work with students.

Multimedia presentations. Presentations can have different forms, the use of which depends on the form of the lesson. The most effective use of the presentation is during a lecture, practical lesson, laboratory work, independent work. The presentation can be made in Microsoft PowerPoint, as well as in Macromedia Flash. It is also acceptable for students to work individually with material presented on individual computers. Students can choose the speed at which they scroll through the slides, sometimes stopping at a selected page to take notes or look at an image in more detail. Presentations can be a form of reporting on the completion of a project, study, or micro-research. In addition, the presentation can be used as homework. At the current stage of education, it is important not only for the teacher to make presentations for classes, but also to teach students to compose multimedia resources for Russian language and literature lessons and to use the knowledge gained outside of class.

Flipcharts. Interactive whiteboard training can include interactive simulators, mobile charts and tables, audio and video support for both the entire lesson and parts of it. Teaching flip charts can be created in Smart Notebook 10 software as well as in the ActivInspire software environment.^[8]

The use of flip charts at Russian language lessons is associated with the following principles:

- problem-based learning: students acquire new knowledge not in ready-made formulations of the teacher, but as a result of their own active practical cognitive activity;
- ensuring the greatest possible adequacy of learning and cognitive activity to the nature of practical tasks: working with an interactive whiteboard, students have more opportunities for practical application of the acquired knowledge to certain linguistic phenomena;
- self-education and mutual learning: tasks can be used by students in preparation for lessons as supplementary material;
- individualization: the proposed tasks have a differentiated level of complexity;
- motivation: the use of ICT-technologies allows maximum interest and motivation of the student to independent accumulation and replenishment of knowledge.

Audio Aids.

Audio recording. The use of audio recordings and computer programs in the process of teaching Russian as a foreign language allows making the process of forming skills in all types of speech activity more intense. Working with audio recordings in the process of self-study allows students to listen to new lexical material and grammatical structures repeatedly. They can also record their speech and compare them with the sample and analyze their mistakes. This work ensures the activity of students, and, consequently, the quality of the formed skills.^[6]

Below one can find the main stages of students' independent work on the text with the support of an audio recording at the initial stage of learning Russian as a foreign language: - the student listens to an audio recording of the text for the first time, reading it silently;

- the student listens to the text the second time, reading it aloud simultaneously with the speaker or in sentences after each phrase spoken;
- the student reads the text independently, recording it on a tape recorder;
- the student compares his or her audio recording with the original, paying attention to mistakes made;
- the student reads phrases in which mistakes have been made, correcting them;
- the student reads the text aloud, paying attention to the sentences containing corrected errors.

The necessity of learning to read with the help of an audio recording is also due to the fact that first of all for beginners in Russian language learning the consolidation of the lexical material is provided with the help of his/her memory abilities. This process is much more effective when the visual and audio representation of a word are used in combination, and its meaning is interrelated. Visual aids such as tables, diagrams, plot drawings, PowerPoint presentations, etc. help to create a link between the visual and audio representation of a word and its meaning.

Visual-audio (audio-visual) aids.

Video fragment. As materialized supports for the content of statements, it is advised to use such visualization aids as chronicle-documental, scientific, fiction films, etc. This work allows you to develop the skills of forming situational statements. One of the main features of video, which is not characteristic of any other visualization aid, is the ability to create a speech environment. For example, on the material of the film footage you can form and develop skills of logical connection of simple statements when combining them with situational ones. As a rule, work with video consists of the following four stages: learning a new vocabulary, introductory conversation, watching a video, checking the understanding of the video.

The use of different types of films allows the process of teaching Russian as a foreign language more intense. First, by using visual-audio (audiovisual) aids, time is saved for the introduction of meaningful information. It is known that the bandwidth of the visual analyzer is much greater than that of the auditory one. Secondly, there is a strong connection between the audio representation of the word and its meaning, both in the perception of the content and in commenting on the silent version of the film, which ensures the quality of the formed skill. Thirdly, the comprehensive work on thematically selected materials and their use in various combinations develops mental operations of analysis, synthesis, selection of the main idea, expansion of information, etc.^[4]

It should be noted that the real effect of the use of visualization aids is possible if the following requirements are met: systematic focus of application throughout the course of training; expedient and purposeful use at each stage of training and in each specific situation; motivation of application; accessibility for all students to understand; high level of performance; focus of content and form on creating positive emotions in students. All these factors will help to create an atmosphere of communication, to constantly monitor the process of mastering the material, to direct the speech statements of students in the desired direction for the teacher.

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