

THE USE OF VISUALIZATION IN THE FORMATION OF LEXICAL SPEAKING SKILLS

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Abstract: The use of visual aids helps organize students' activities so that their attention is stable and focused. The value of sensory-visual presentation of material is that it mobilizes the mental activity of students: it arouses interest in learning a foreign language, reduces fatigue...

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The principle of visibility plays a special role in teaching a foreign language. When mastering a foreign language, the task arises - to create a system for reflecting the objective world in the forms of a second language. Using various means of visualization: objects, models, paintings, gestures, movements, filmstrips, films, etc., the teacher, for educational purposes, models fragment of objective reality that students associate with the corresponding foreign language forms in the process of educational communication.

Modern life requires people to have knowledge and proficiency in foreign languages. And therefore, the problem of learning foreign languages is more relevant now than ever. But lack of vocabulary is the main reason that students do not speak a foreign language.

Having analyzed the lexical exercises, we can conclude that the structure of the lexical speaking skill is not always consciously considered when constructing a set of lexical exercises, which negatively affects the level of students' proficiency in the lexical side of speaking.

To improve this level, it is necessary to use various training tools. Since a foreign language is studied in artificial conditions, this requires widespread use of visualization in teaching, especially at the junior and middle levels.

At the age of 8-14, intensively develop their self-awareness, intelligence, and expand their horizons and experience. At this age, all mental processes improve thinking, memory, attention. Teenagers are no longer attentive enough and do not listen well to the teacher in class.

The characteristics of memory are also important in teaching a foreign language. The development of all types of memory is associated with the use of visualization in learning. Visualization ensures correct comprehension of the material, serves as a support for its listening comprehension and creates conditions for its practical application.

The principle of visualization of learning is one of the most intuitive principles of learning, which follows from the essence of the process of perception, comprehension, and generalization of material by students.

Visibility affects the emotional side of the learner's personality. It is known that the organs of vision are more sensitive. "It's better to see once than to hear a hundred times," says a Russian proverb. The "throughput" capacity of the organs of vision in mastering information is five times greater than that of the organs of hearing. This information is imprinted in a person's memory easily, quickly and for a long time. The use of visualization in combination with the teacher's word activates signal systems I and II, which contributes to a more solid assimilation of the material.

Visual aids help create images and ideas, while thinking turns these ideas into concepts. Illustrations contribute to the development of attention, observation, aesthetic taste, culture of thinking, memory and increase interest in learning a foreign language.

Drawings, photographs, diagrams, tables, pictures are an external form of clarity. There is also internal clarity, which arises from a specific context, the immediate linguistic environment. Visibility is the manifestation of mental images

of these objects depicted in photographs, drawings, etc. When they talk about visibility, they mean images of these objects. Vivid clarity creates an idea of living images and evokes appropriate associations, since the perception of clarity has an emotional impact on the learner.

There is auditory, visual and object clarity. The use of substantive visualization contributes to the development of thinking in a foreign language.

For example, using pictures in lessons, you can notice that children quickly learn certain phenomena and behave more actively in lessons. A picture always brings life to the lesson. Children listen with interest to the story based on the picture, which helps them understand the meaning of foreign speech; they themselves become eager to speak out or answer questions about the content of the picture.

You can use a toy to introduce prepositions of place. Based on its location, children guess the translation of prepositions. After this, we fix these prepositions in phrases and sentences and describe the pictures. In this case, objective clarity helps to establish a connection between the word and the idea.

When explaining the material, you can place cards with new words on the board, and corresponding pictures next to them. Students read the words and guess their meaning from the pictures. By using pictures, we get students to work and activate their motor memory.

It is also advisable to use the principle of clarity at the initial stage of the lesson (in phonetic exercises). For example, when working with poems, students can visualize what is being said. In addition to poems, you can play games, the purpose of which is to test how well students know words and can make sentences with them. For games, sheets of paper are distributed with small pictures placed so that the new word begins with the last letter of the previous word. You can also hand out pictures with words written underneath and ask students to make as many sentences as possible with these words.

The main difficulty in mastering a foreign language is the development of listening and speaking skills. Moreover, it is impossible to learn speaking without

listening. Together they form one act of oral communication. Listening is derivative, secondary in the process of communication; it accompanies speaking and is synchronous with it. The development of listening skills as a type of speech activity is one of the independent tasks of teaching a foreign language.

Listening training should begin with exercises in which students not only hear, but also see the speaker. At the initial stage, they focus on repeating what they heard, rather than checking understanding. It is not always necessary to demand a response. This can even sometimes interfere with learning listening - the student will try to think about the answer instead of analyzing what he heard and understanding it more deeply. Speech reproduction is the result, because... speaking is the most difficult aspect of language. Listening exercises for the purpose of recognition, discrimination, and comparison give good results.

Speaking about the role of technical means in teaching listening, the advantages of some and the disadvantages of others, we can say with confidence that none of them, taken separately, can fully ensure the success of learning, and only their correct combination that meets the characteristics of the issue being studied and cognitive activity students, makes it possible to achieve optimal results.

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The practice of teaching a language shows that, having studied a foreign language for 7 years, graduates of secondary schools often do not master it, cannot independently, without prior preparation, construct even the simplest sentences, dialogues, experience great difficulties in understanding the meaning of a simple authentic text in a language when reading or listening. Foreign language textbooks, unfortunately, do not allow teachers to teach students the language in such a way as to achieve a high-quality level of their learning. The current practice of teaching languages at school is based on memorizing a large amount of linguistic, unsystematic knowledge, “speech samples” and “speech models”. When they are reproduced, the illusion of free speech is created. At the same time, there are a huge number of phonetic, lexical, grammatical, and speech errors.

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