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USING PICTURES WILL MAKE THE LEARNERS EASIER TO REMEMBER AND UNDERSTAND THE NEW VOCABULARY.

Abstract

Teachers of English as a foreign language (EFL) encourage students to take a more active role in the oral activities in the classroom through different strategies. This study examines the use of picture descriptions as a strategy to develop and enhance communication skills among students. Pictures are all around us everyday, in the street, at work, at home and even in our leisure time, so why not in the classroom as well? They are enjoyable, they set the scene or context, they inform us, they interest us, and they are a key resource.

Key words:

Pictures ,communication skills ,foreign language, teachers ,students, leisure time, vocabulary building, key resource, oral activities ,ready-made picture stories

Аннотация

Преподаватели английского языка как иностранного поощряют учащихся играть более активную роль в устной деятельности в классе с помощью различных стратегий. В этом исследовании рассматривается использование описаний изображений в качестве стратегии развития и улучшения коммуникативных навыков среди учащихся. Картинки окружают нас каждый день, на улице, на работе, дома и даже в свободное время, так почему бы не в классе? Они приятны, они задают сцену или контекст, информируют нас, интересуют нас и являются ключевым ресурсом.

Ключевые слова:

Картинки, коммуникативные навыки, иностранный язык, учителя, ученики, свободное время, пополнение словарного запаса, ключевой ресурс, устная деятельность, готовые рассказы с картинками

Izoh

Chet tilini ikkinchi til sifatida o'rgatuvchi ingliz tili o'qituvchilari turli strategiyalar orqali talabalarni sinfdagi og'zaki faoliyatda faolroq rol o'ynashga undaydilar. Ushbu tadqiqot o'quvchilar o'rtasida muloqot ko'nikmalarini rivojlantirish va yaxshilash strategiyasi sifatida rasm tavsiflaridan foydalanishni o'rganadi. Rasmlar har kuni atrofimizda, ko'chada, ishda, uyda va hatto bo'sh vaqtimizda, shuning uchun nima uchun auditoriyada ham bo'lmasligi kerak? Ular o'ziga qaratuvchi, ular biror bir sahna ko'rinishini yoki kontekstni o'z ichiga oladilar, bizga ma'lumot beradilar, bizni qiziqtiradilar va ular asosiy manba hisoblanadilar.

Kalit so'zlar:

Rasmlar, muloqot qobiliyatlari, chet tili, o'qituvchilar, talabalar, bo'sh vaqt, lug'atni rivojlantirish, asosiy manba, og'zaki faoliyat, tayyor rasmlilik hikoyalar

Picture stories are often neglected or used in a very predictable way in the classroom, usually as a starting point for a narrative speaking and ultimately writing activity, but they can also be of key importance in the communicative and interactive classroom. In classroom, besides teacher and student, to have a good lesson, we have to help of teaching aids. It is really amazing tool to help enhance students learning nowadays, with a high technology, students can have an active lesson. However, chalk board using picture to teach English for children may be useful. Pictures are inexpensive, even be free. Finding pictures is very simple and does not take a lot of time. Pictures come from many sources: magazines, newspapers, posters, search engines, to name a few. Since many pictures are available from so many sources, it takes very little time for teachers to choose and prepare the lesson. Furthermore, Picture can be kept for long time generations to

generations. Pictures can stimulate and motivate students to be come more express themselves. They can be used in warm-up activities by picture related to the main idea of the lesson, guess the content of lesson. Pictures can be use individual or group to introduction, summarize at unit and enriched reading and can help clarify misunderstanding. The findings of the study suggest that the students' communication skills increased as result of integrating picture descriptions in classroom activities, which in turn enhanced the students' overall participation.

Picture can use in teach skill. In Vocabulary Building or Review, teacher can explain the vocabulary by picture to students understand easily. It means that using picture will make the children easier to remember and understand the new vocabulary that they get. In Listening, The teacher then asks the students to draw a picture according to what they hear. An alternative would be to ask two students to draw on the board. In Reading, students can arrange pictures follow the content of the text. In Speaking, The teacher asks a few students to look at their own pictures and retell the story.

In Writing, when teacher required students write a story, teacher can give some picture relate to content of stories to students can imagine. Black board is also main tool in teaching. Board is where teacher give information of lesson. Chalkboard is a screen that students can see pictures and play games such as guessing words, slap the board, hang man. A chalkboard can be a stage; it can be used to perform dancing and singing. There is my idea in using picture and chalkboard in teaching. Depending on the goals of the lesson, a teacher can manipulate the use of pictures and chalkboard in many different ways. For these reasons, they do play a vital role in teaching and should never be forgotten.

- **The use of pictures:** As well as enjoying pictures they also form a key resource for accessing the different learning styles that each student has. Using pictures really appeals to visual learners who may suffer in a speaking and listening based classroom. They also offer an opportunity for movement and a multi-dimensional perspective which will reach our kinesthetic learners.

- **Digital photos:** Now that digital technology has become widespread and accessible to all, digital photos taken by either the students or the teacher are particularly useful for picture stories. Not only can the students then be involved in making their story but they could also use technology to manipulate them, changing colours, styles or sequences and deleting what they don't want or need.
- **Internet:** The internet is a fantastic source of pictures and can be found related to any topic through major search engines. This adds the bonus of being right up to date, perhaps the latest film or cartoon characters or the students' favourite football players.
- **Magazines and newspapers:** These provide a constant supply of topical pictures in a wide range of styles, colour, black and white, photographs and stylized images to name but a few. There are also ready-made picture stories in the form of cartoon strips and comics which could be used, perhaps after deleting any text which appears.
- **Drawing:** For those more artistic teachers and students among us there remains the option of drawing our own picture stories. If you feel you need more support however, there are pictures and picture stories in the English language course books that we are currently using which we can adapt.
- **Pocket pictures:** Last but not least, let's not underestimate the power of sketches or stick men on little pieces of paper or sticky-backed notelets! They are accessible, fun and add another dimension to the usual class.
- **What I do with a picture story:** As well as the well-known and loved written narrative based on a picture story, which enables students to practice their past tenses and linking words, there are many ways we can use picture stories to encourage our students to develop their spoken communication skills.
- **Conclusion:** As they say "a picture speaks a thousand words" and what more could we want from a resource in our English speaking classrooms? Pictures really help to reduce preparation time. Sets of pictures can be re-

used, especially if you can laminate them, and can be used at any level in classes for kids, teenagers, exam classes and adults following general or business courses. When it comes to using picture stories in class, the key point is not to limit you to typical class activities and writing exercises.

Students need as much spoken English practice as they can get. To be even more specific, picture stories are also common in everyday life. Look at the cartoon strips in newspapers or comic books and the enjoyment which we derive from them.

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