



## THE ROLE OF VISUAL TEACHING AIDS IN THE FORMATION OF EDUCATIONAL ACTIVITIES OF YOUNGER STUDENTS

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**ABSTRACT:** - The article highlights aspects of the use of visual teaching aids in the classroom. Their significance and influence on the educational activities of younger students.

**KEYWORDS:** Methods of using visualization, educational process, learning process, education.

### INTRODUCTION

Currently, more and more attention is paid to the use of visualization at the initial stage of training. This is due to the fact that the methods of using visualization have the ability to show the development of phenomena, their dynamics, to communicate educational information in certain doses and to control the individual process of mastering knowledge. Visual aids stimulate the cognitive interests of

students, create, under certain conditions, an increased emotional attitude of students to learning, provide a versatile formation of images, contribute to a strong assimilation of knowledge, an understanding of the connection between scientific knowledge and life, and save teachers' time.

The efficiency and quality of the educational process is one of the tasks of modern Russian education. In the educational process of an

**“THE ROLE OF VISUAL TEACHING AIDS IN THE FORMATION OF EDUCATIONAL ACTIVITIES OF YOUNGER STUDENTS”**

elementary general education school, it is important to develop an interest in learning in children of primary school age, to rely on all their senses when perceiving the world around them. Consequently, this is achieved with the widespread use of visual aids at all stages of teaching children of primary school age. In pedagogy, there are many studies devoted to the problem of using visualization in the educational process.

Visual teaching methods are those methods in which the assimilation of educational material in the learning process depends on the use of visual aids and technical means. Such teaching methods should be used in the classroom in elementary school. This rule follows from the psychological characteristics of primary school age. Visual methods contribute to the development of memory, thinking, imagination. However, the role of attention should not be denied. As you know, attention is a function that serves all mental processes. Without attention it is impossible to carry out any conscious activity.

Therefore, without attention it is impossible to build the learning process normally. Therefore, it is so important to learn how to control the attention of students. The use of visual aids to create figurative representations among schoolchildren, to form concepts, to understand abstract connections and dependencies is one of the most important provisions of didactics based on the methodology of dialectical materialism. Sensation and concept are different stages of a single process of cognition. Even A. Comenius put forward the "golden rule": "everything that ... can be provided for perception by the senses ...". The requirement that students draw knowledge primarily from their own observations played a large role in learning. However, the limitations of the sensationalist philosophy, on which Comenius relied, did not allow him to reveal the principle

of visualization of teaching with the necessary completeness and versatility. The principle of visibility was greatly enriched in the works of G. Pestalozzi. He believed that the sense organs themselves provide us with chaotic information about the world around us. Teaching should eliminate disorder in observations, delimit objects, and reconnect homogeneous and close objects, i.e. form students' concepts. In the pedagogical system K.D. Ushinsky, the use of visualization in teaching is organically connected with the teaching of the native language. Ushinsky believed that the best way to achieve the independence of children in the process of developing the gift of speech is visualization. It is necessary that the subject be directly perceived by the child, and that, under the guidance of the teacher, "... the child's sensations turn into concepts, thoughts are formed from concepts, and thoughts are clothed in words." In modern didactics, the concept of visibility refers to various types of perception (visual, auditory, tactile). None of the types of visual aids has absolute advantages over the other. When studying nature, natural objects and images close to nature are of the greatest importance, and in grammar lessons – conditional images of relationships between words using arrows, arcs, by highlighting parts of the word with different colors. Often there is a need to use different types of visual aids when getting acquainted with the same issues. In the practice of teaching, the use of visual aids is combined with the word of the teacher. The ways of combining words and means of visualization, with all their diversity, make up several basic forms.

One of them is characterized by the fact that the words of the teacher guide the observation conducted by the students, and the knowledge about the external appearance of the object, about its structure, about the

**“THE ROLE OF VISUAL TEACHING AIDS IN THE FORMATION OF EDUCATIONAL ACTIVITIES OF YOUNGER STUDENTS”**

ongoing processes, the students receive from the observed objects. In another form of combination, which differs sharply from the one just described, students obtain information about objects and processes from the teacher's verbal messages, and visual aids serve to confirm or concretize the verbal messages. In this case, at a lesson devoted to the same topic, the teacher himself talks about the properties of the observed object and shows them. In recent years, the problem of visibility in teaching has become relevant again. This explains many reasons. The field of visibility has significantly expanded and its inventory has become more complicated. Once upon a time, visualization in education was almost exclusively subjective in nature, for example, when introducing a new word, they showed the object designated by it or its image.

The conditions for the use of visualization in teaching are contradictory. The main task of visualization is to base the development of students' thinking on sensory-visual impressions, to connect school with life. And at the same time, learning takes place not in real life, but at school. The scope of visualization in teaching has not yet been precisely defined by anyone. Practice shows that visualization is used both in complex and in aspect training, expanding and deepening all the time. The teacher must not only know his subject well, but also be able to make it the property of his students. "Some people know a lot," said M. I. Kalinin. - I know many people who are excellent at the subject, and if they appoint

such a person as a teacher, he will not be able to present his subject well. It is necessary not only to know your subject, but also to be able to present it in such a way that it is well received by the audience. The ability to present one's subject well, the teacher's pedagogical skills are based on the ability to

build the learning process in accordance with its laws, with basic didactic principles. One of these principles is the principle of visibility. Meanwhile, as mass studies show, some teachers do not have a clear idea of when and how to use visual aids, in which cases the use of visual aids is necessary and useful, and in which cases it is unnecessary and even harmful. Each teacher has heard persistent advice more than once, and sometimes even demands to rely more widely on visual aids in teaching, to use more visual aids in the classroom, and to use visual teaching aids. Each teacher spends a lot of time and effort on the selection and production of visual aids. To enhance visibility, teachers try to use technical teaching aids: tape recorders, video recorders, televisions and other devices and devices. At the same time, teachers sometimes hear warning voices: one must not get carried away with visual aids, one must be careful in the use of visual aids. Visualization issues have always been resolved depending on general didactic concepts, on the goals and objectives of education. During the period of dominance in the methodology of teaching the comparative grammatical method, grammar tables were most widely used from visual aids.

After some time, teaching methods and views on the role and place of visibility in teaching have changed. The principle of visualization began to be considered not as an auxiliary, but as one of the main principles in teaching. Visualization increases the effectiveness of learning, helps the student to learn the material more meaningfully and with great interest. The value of visualization is now seen in the fact that it mobilizes the mental activity of students, expands the amount of material to be digested, reduces fatigue, trains creative imagination, and facilitates the entire learning process.

In the primary grades, not only students' ideas about the objects being studied are

**"THE ROLE OF VISUAL TEACHING AIDS IN THE FORMATION OF EDUCATIONAL ACTIVITIES OF YOUNGER STUDENTS"**

formed, but also concepts. The achievement of each of these tasks is facilitated by the use of various types of visibility. This requirement of an integrated approach to the use of teaching aids is associated with the specifics of their functions. In the formation of representations, the main place is given to figurative clarity. Its simplest, most common and traditional form is printed pictures and illustrative tables, both demonstration and handouts. Painting as a means of education has been known since the 19th century. In the educational process, it is used in the form of large-format wall demonstration paintings; in the form of illustrative material for individual and group use in story picture albums; as drawings in textbooks. Paintings can be specially created for certain topics of the curriculum, reproductions of art paintings by famous masters can also serve as a useful teaching aid. Pictures have one feature that explains their systematic use in school: the artist depicts the main features of objects and phenomena in a more concentrated form than is found in life. Bringing the main to the fore provides the possibility of a clear separation of the main from the secondary. Visual means contribute to a bright, figurative, complete perception of the picture, stimulate the student's speech. In the lessons, pictures are used to solve various educational problems: they can be a source of new knowledge, material for generalization, an illustration of a story of a teacher or student, a means of motivation. The advantages of educational pictures are their large information capacity, achieved by the artistry of the image of the object under study, the absence of irrelevant details that could distract the attention of children, and static nature.

A large image allows you to fix the attention of students on the phenomenon being studied for a long time, to direct it to the essential, the main thing. Using educational pictures, the

teacher also introduces students to with the methods of work, which then will find a place in the independent activity of students with handouts not only of a printed, but also of a substantive nature, that is, with the help of pictures, it forms general educational skills. In pedagogical terms, it is also significant that paintings, as original works of art, have a strong emotional impact on students, thereby enhancing the perception of educational material. At the same time, work with paintings is a kind of base for understanding painting, which is important in educational and developmental plans. Other tables are a combination of digital, textual or graphic material with or without one or more figures. These include tables for teaching literacy, for the Russian language, for compiling and solving problems, for extracurricular reading lessons. Some tables are used as illustrations when explaining new material, others as a source of additional information to clarify, expand students' knowledge, as material for organizing training exercises. A special place is occupied by reference and instructive tables: "Draw and measure correctly", "Sit correctly when writing", "Rules of the road". They are designed for long term use. Textbook illustrations belong to static illustrative visualization.

In this article, we revealed the importance of visibility in teaching younger students. The use of visual teaching aids allows you to expand curiosity, arouse interest, connect learning at school with real life.

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**“THE ROLE OF VISUAL TEACHING AIDS IN THE FORMATION OF EDUCATIONAL ACTIVITIES OF YOUNGER STUDENTS”**

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**“THE ROLE OF VISUAL TEACHING AIDS IN THE FORMATION OF EDUCATIONAL ACTIVITIES OF YOUNGER STUDENTS”**