



## OBJECT PICTURES AS A MEANS OF TEACHING NEW VOCABULARY IN FOREIGN LANGUAGE LESSONS

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### Annotation

In this article, we discuss the preliminary issues of studying vocabulary and, in particular, clarify the importance and significance of using pictures in the course of mastering foreign vocabulary as one of the visual aids. In addition, we define the linguo-methodological foundations for using pictures and show the advantages of using them.

**Keywords:** linguo-methodological foundations, visuals, comprehend, technical quality, speech activity.

In the methodology of teaching a foreign language, the picture has been used since ancient times. Today, it still remains a popular and effective teaching tool, as it clearly demonstrates educational material, is a support for memorization, helps in country study classes, in comprehending a different culture, and causes a desire to speak out. The pictures used in the classroom should be of good technical quality, cause aesthetic pleasure and be informative.

Vocabulary plays an important role in modern teaching methods, as it is the basic material for learning a foreign language. Lexical knowledge and skills are an important part of mastering a foreign language and an extensive vocabulary has a profound impact on students' confidence, develops their reading, writing, speaking and listening skills. In this article, we discuss the preliminary issues of studying vocabulary and, in particular, clarify the importance and significance of using pictures in the course of mastering foreign vocabulary as one of the visual aids. In addition, we define the linguo-methodological foundations for using pictures and show the advantages of using them. Visual aids arouse students' interest, grab their attention, and make learning easier. Pictures are useful for developing the skills of the four types of speech activity. With the help of them, teachers can more effectively and correctly teach students the vocabulary of a foreign language.

The picture is one of the most popular and unique means of teaching a foreign language. In the teaching of foreign languages, the picture has been used for a long time, and for a variety of methodological purposes.





The high “vitality” of the picture as a means of teaching a foreign language is due to the fact that:

1) The picture involuntarily activates the memory, thinking and imagination of students; 2) The use of pictures allows you to drastically reduce the share of native speech in a foreign language lesson; 3) With the help of pictures, you can call students to express the desired content, using the desired language material; 4) The desired picture can easily be made or selected from that vast mass of visual products that are produced and circulate in modern society; 5) The picture is simple and reliable to use. There are many demonstration pictures, these include subject, thematic, situational, plot and many other pictures. Let us focus our attention in more detail on subject pictures and how, from the point of view of the methodology of teaching a foreign language, the term "subject pictures" can be defined.

Subject pictures can be used both in organizing the acquaintance of students with new words, communication patterns and training students in their use, in organizing training in its use, in monitoring, and in organizing independent work of students in different modes in the lesson. Also, subject pictures can be used for more specific purposes in the lesson, such as memorizing new lexical units; the formation in children of the ability to identify and describe an object. Any teacher needs to take into account the important role of visual presentation in teaching at the initial stage, especially when teaching a second language. The main purpose of using subject pictures, in this case, is to develop students' thinking on sensitive-visual impressions, to associate words denoting objects known to them with the names of these objects in a foreign language.

Moreover, the main problems associated with the choice of subject pictures as a means of teaching new lexical units that teachers face in practice were clarified. These problems can be classified as problems associated with the absence or lack of vocabulary of students to describe the picture.

When using pictures, avoid translation during class. When learning a foreign language, it is advisable to avoid translation. That is, one should try to explain new words by showing the corresponding objects and actions, or by using words that are already known in this language. If every word is translated, then there will be no stimulation of the thought process. Then remembering the information is more difficult. Those words are best remembered, the meaning of which is guessed by themselves without translation. It is not always easy to explain a word with gestures, and not everyone is given such theatrical abilities, but it is easier to draw. You can draw individual objects or individual creatures, or you can draw entire storylines and small comics. This will help explain any word.





Pictures help make classes more varied and interesting, adding a playful moment to the learning process. One of the tasks could be the following: ask students to draw Present Simple in their notebook. In one of the groups, a walking man was depicted. You can illustrate the sun with the planet Earth, which revolves around the sun (universal truths). The drawing may be a diagram or a drawing. Task in the lesson: depict the words graphically.

Object pictures relieve fatigue from the lesson and help to defuse the situation, help to switch from one lesson to another. At a certain point in the educational process, fatigue from the abundance of information sets in. Drawing is a great way to switch the attention of any person from studying with a book, cards, dialogues to a new, no less useful type of activity. While drawing, it is necessary to voice your drawings with simple phrases in a foreign language, to name not just the word that is drawn, but a small phrase with this word: it's a book; it's an interesting book; I like reading books. In conclusion, it is necessary to recall once again that memory is a reflection of human experience through memorization, preservation and reproduction. Memorization is influenced by the emotional attitude of a person to what is remembered. Everything that causes a vivid emotional reaction in a person leaves a deep imprint in the mind and is remembered firmly and for a long time. This is facilitated by drawing, which helps to effectively master the educational material. Pictures establish appropriate associations, affect the emotional and rational spheres of the brain and require the inclusion of all analyzers in the work, contribute to the implementation of didactic principles in the process of teaching many subjects, and in particular a foreign language. A picture (the use of fine motor skills) helps not only to remember the material, but to extract it from memory when listening, reading, speaking, writing, i.e. update it. Correctly selected pictures increase the intellectual potential of the academic discipline "Foreign Language", i.e. helps to understand thoughts and express them in a new language for students.

Purposeful perception of thoughts and comprehension of the studied phenomena, their creative processing in the course of performing speech actions is achieved by performing a system of exercises, including the image of an object, a grammatical phenomenon, an utterance scheme, etc.

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