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THE USE OF VISUALIZATION TECHNIQUES IN TEACHING ENGLISH AT A MILITARY ACADEMY

Abstract. The article deals with the problem of visualization in teaching English. A range of effective ways can be used to maximise the convenience for perception when semantizing or activating the material at a Military Academy.

Keywords: visualization techniques, teaching English, perception.

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ИСПОЛЬЗОВАНИЕ ПРИЕМОВ ВИЗУАЛИЗАЦИИ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ В ВОЕННОЙ АКАДЕМИИ

Аннотация. В статье рассматривается проблема визуализации в обучении английскому языку. Ряд эффективных способов может быть использован для максимального удобства восприятия при семантизации или активации материала в Военной академии.

Ключевые слова: методы визуализации, обучение английскому языку, восприятие.

It is known that people perceive the world around them in different ways. It depends on which of the human sensory systems is better developed [1]. Since visual memory prevails in most people, the visualization of the material plays an essential role.

Visual images establish clear associative connections, stimulate and motivate speech activity.

The saying «it is better to see once than to hear a hundred times» reflects the essence of such a process as visualization.

The concept is quite multifaceted, there are several definitions, depending on what field of activity we are talking about.

After Y. A. Sverchkova, the term «visualization» means changing the form of presentation information without violating its content, that is, systematization and ordering of the material for its presentation in graphic or other form [2, p. 24].

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In the English language class at a military academy, a fairly wide range of visualization techniques is used.

The use of images and photographs in language teaching is a traditional visualization technique. Most of the images are used in classes with the first-year cadets. When performing the task, the student is motivated to use verbal foreign language means to the extent that he / she is proficient in.

As a rule, images cause positive emotions, therefore, contribute to a better assimilation of the material.

This process of «infantilization» is quite justified in working with students of higher educational institutions. Infantilization does not violate the level of normal intellectual activity, but increases the function of perception [3].

Another effective way to present information in a graphical form is infographics or information graphics. The main goal here is to quickly and clearly convey information using diagrams, graphs, so this visualization technique is especially suitable for the introduction, consolidation or generalization of grammatical material.

It should be noted that not every combination of text and image is an infographic. In infographics, an image is a part of a message. This is a kind of graphic story [4, p. 24].

Another visualization technique is a mental map or a mind map, which allows you to depict objects and the connections between them for better memorization. It is a diagram in which a number of secondary ideas and related aspects are arranged around the main idea or a term, and which is used to structure and visualize these ideas. The author of this visualization technique is considered to be a British psychologist Tony Buzen, who also formulated a number of key points in the use of mental maps in the classroom. Mental maps attract the attention of students, because they are not something standard, which helps to increase the motivation and interest of students, because the training material becomes more adaptive. A mental map can also be used as a way to transform linear, i.e. sequential, text into an image that is easy to remember and reproduce in memory.

Another technique for visualizing information that can be used when semanticizing or activating the material is a table. Using tables, you can play different games. For example, a cadet gets a new name, a profession. As part of this game, cadets can be asked to play a dialogue, where everyone has their own position, sphere of professional interests.

The game «Snowball» attracts a large number of students to active work. The algorithm of actions is the following - a cadet must remember the previous sentence, which was built with the possible support of a table and build their own. As a snowball grows, students produce their own utterances.

The video clip opens up interesting possibilities. This is a certain degree of novelty in terms of changing activities in the educational process and in terms of novelty, uniqueness of the video material.

The show is preceded by an accompanying text and a well-thought-out viewing guide aimed at solving a specific educational task.

Multimedia presentations are one of the most effective and frequently used ways of visualization to provide educational material. In fact, a presentation can include all of the above visualization techniques.

The use of presentations in the classroom makes it possible to provide additional interesting material, increase the efficiency of the lesson. Creating a presentation requires painstaking preparatory work. Within the framework of this article, we do not aim to reveal all the subtleties of making a presentation. It should be noted that the conciseness of the presentation implies the systematization of the selected material, the development of a single design and the dilution of the «dry» text with illustrations, graphics, photos, video and audio fragments [5].

In conclusion, it should be noted that the use of visualization is typical for all stages of teaching foreign languages. Techniques for visualizing the material enliven the educational process, are positively perceived by students and have a positive impact on learning outcomes. The search for new ways to present information in a concise and accessible form determines the relevance of the problem of visualization in teaching English.

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