

VISUAL –IMAGINATIVE DEVELOPMENT THROUGH VISUAL AIDS IN ENGLISH CLASSES

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Introduction. The primary focus of English teaching is on organizing pupils' cognitive activity, with attention, thinking, and imagination serving as the three key cognitive processes.

Getting pupils' attention is the major challenge in teaching English. Making the lecture entertaining and practical is the teacher's responsibility. The availability of various teaching techniques and educational work formats is crucial to finding a solution to this issue. [4]

As visual-imaginative thinking predominates in fifth-graders and they process all material not only orally but also symbolically, visual learning is one of the most effective ways to increase student attention in English courses. As a result, English language instructors actively employ visibility as an extra strategy for helping students remember and retain knowledge as well as for improving their ability to pay attention and use their imaginations as well as their visual and emotional memories. The child's active cognitive activity causes the visual picture to develop. The child's unique talents, knowledge, level of imagination, and the clarity of the first pictures of perception all have a role in how clearly the child's representations are made.

Imaginative development through visibility in English classes. Linguistic and non-linguistic visibility encompass the entire range of visibility categories seen in English instruction.

Language visibilities exposure comprises:

1. Speech and communication visibility.
2. Oral or written demonstration of discrete language phenomena (phonemes, morphemes, words, phrases, etc.).
3. Visibility of linguistic and grammatical schematics (diagrams, tables, etc.). [3]

Any non-linguistic presentation techniques, such as natural and visual visibility seen in paintings, filmstrips, and movies, are considered non-linguistic visibility. Auditory, visual, and motor-motor visibility are differentiated according on analyser type. Combine many forms of visibility when teaching English.

It is more difficult for pupils to become distracted during a class when they are learning with the aid of visual and auditory information. For instance, it is more difficult to draw a student's attention away from a speaker he is listening to carefully than it is to draw his attention away from a visual impact. Sound, on the other hand, will cause the reader to get quite distracted. As a result, complex perception makes it harder to become distracted, which makes the learning process more effective.

So, it is important to draw the conclusion that using clarity and approaches in English courses improves teaching effectiveness and enables students to learn the language more purposefully and enthusiastically. These methods encourage students' mental activity, foster attentiveness, lessen exhaustion, and cultivate their imaginative creativity.

English language instructors employ visibility to encourage students' retention of material, as an additional method of learning and remembering information, and as a bright reference signal that supports the growth of skills like creativity and emotional and visual memory in children.

The concept of visibility is one of the most significant teaching ideas, proposed by the Czech teacher Jan Amos Komensky (1592-1670), because the route of human cognition begins with sensory experience of specific facts and occurrences. According to his "golden rule," everything visible is to sight, everything audible is to hearing, everything scented is to smell, and everything substantial is to

touch, implying that cognition needs the involvement of as many sensors as possible [1]. In response to the topic of how individuals obtain information, Disterveg stated that it is only via sight. Pestalozzi regards visibility as the sole foundation for any progress. Sensory cognition is limited to the visibility of learning, which becomes a goal in itself. Rousseau integrated learning into nature. The youngster is outside and can observe what he needs to learn and study firsthand. But, as V.I. Zagvyazinsky points out, the "golden rule" of didactics has not exhausted the concept of visibility. It necessitates a proper relationship between the concrete and the abstract, and thus includes a transition from the sensually concrete, in which natural and pictorial visibility is widely used, to the abstract, in which conditional, schematic, and symbolic visibility is essential, as well as the opposite transition from the abstract to the concrete [2].

Conclusion. Visibility is one of the core components of education. The visual picture emerges as a result of the child's active cognitive activity. The pictures of representation and perception are markedly different. They are more content-rich than perceptual pictures, but their clarity, brightness, stability, completeness, and length of retention varied amongst children. The sharpness of the pictures of representation may vary based on the child's unique talents, knowledge, level of imagination, and the clarity of the original images of perception. Thinking analyses these representations, recognizes fundamental qualities and links between distinct items, and so contributes to the formation of more generalized, deeper mental pictures of cognizable memorized objects (lexemes), which is vital while learning languages.

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THE IMPORTANCE OF GAMIFICATION IN EDUCATION: ENHANCING STUDENT ENGAGEMENT AND LEARNING OUTCOMES

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Annotation: This paper examines gamification as an educational approach that incorporates game elements into learning environments to enhance student motivation and engagement. The research demonstrates that thoughtfully implemented gamification can address challenges in contemporary education, including declining student interest and the need to develop 21st-century skills. The paper reviews theoretical foundations, empirical evidence, implementation strategies across educational levels, subject-specific applications, and the challenges that must be addressed for effective gamification.

Keywords: gamification, educational technology, student engagement, motivation, game-based learning, badges, leaderboards, educational innovation, learning outcomes, student-centered learning.