



THE CONCEPT OF VISIBILITY'S INVOLVEMENT IN THE PROCESS OF FOREIGN LANGUAGE ACQUISITION

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Annotation: *Visual aids plays a huge role in teaching process. Teacher without visual aids is seemed as unarmed soldier in the war. This article provides the aspects of language from a range of perspectives, touching on a number of fundamental issues, notably the variation in visual properties across languages.*

Key words: *Audio-visual, learning outcome, power point presentation, effectiveness in teaching, insufficient methodological readiness of teachers, mental activity, symbolic methods.*

Learning activities are more successfully completed when students' use of language is based on their direct awareness of things, processes, and their imagery. Mental activity is characterized by a mix of direct perception and the conceptual equipment of thinking when verbal therapy is combined with the use of visual methods.

The concept of visibility entails the use of visual learning resources in such ways that they contribute to the inclusion of perceptions and representations formed on the basis of their usage in students' mental activity, stimulating and facilitating it.

Visibility is the foundation upon which a new language is learnt in an unusual manner and pupils' speaking processes are established. The use of visual aids ensures the ease and speed of reproduction in consciousness of connections from a foreign language word denoting a concept to the image of an object and phenomenon, as well as connections from the image of an object perceived at the time of speaking to a foreign language word expressing a concept.

According to I.A. Zimnaya, the aims of employing visibility are decided by the problems that the teacher encounters at a certain level of teaching a foreign language [1, 384]. She thinks that visibility in terms of expressing information while teaching a foreign language may be employed for the following purposes: semanticizing linguistic content and structuring memorization by building a relationship between verbal and visual-sensory pictures of reality.

According to E.I. Passov, the goal of employing pictorial semantic supports is to «elicit the appropriate linkages between the picture (concept, meaning) and what will become the meaningful substance of the utterance,» because «even abstract ideas are quickly and securely connected to the visual image» [2, 164]. According to him, «those traits and attributes of things that are crucial in order to comprehend the essence and decide the direction of the speaker's mental flow might be hyperbolized» in these supports.

The issue of employing visibility in teaching is strongly tied to the issue of modeling instructional content. Models allow you to map real-world occurrences and objects to a range of abstract symbols and concepts, and the links between them to the



connections between the related abstractions. But first, consider the idea of «model» which is utilized in many domains of research. A model is an artificially created object in the form of a diagram, physical structures, sign forms, or formulas that, while similar to the object under study (or phenomenon), displays and reproduces the structure, properties, relationships, and relationships between the elements of this object in a simpler and coarser form.

It is typical to conditionally classify models into three types: physical (having the same nature as the prototype); real-mathematical (having a different physical nature than the prototype, but a mathematical description of the original is conceivable); and logical-semiotic (constructed from special signs, symbols and structural schemes). Other classes include actual and mental models (visual-figurative and logical-symbolic).

A.N. Kochergin considers the following models by species in his suggested classification: material, ideal, objective, symbolic [3].

S.I. Arkhangelsky categorizes current models into three types: material, abstract, judgmental, and analogous [4, 102].

L.M. Friedman identifies two types of models: 1) material (material, actual), which is further subdivided into static (stationary) and dynamic (active); 2) ideal, which is further subdivided into figurative or iconic, iconic (symbolic), and mental (mental, imagined) [5, 80]. According to him, all of the highlighted models have the property of visibility, both for their makers and for those who comprehend them. Material models are visual because they depict genuinely real items and are viewed sensually. Ideal models are also sensually observable, evoking pictures of the mimicked things on which they were constructed.

Today, the modeling approach is frequently employed in education. According to L.M. Friedman, modeling in the classroom involves two aspects: 1) acts as the material that students should learn; 2) is the educational activity and methods by which learning goals are realized, and without which full-fledged learning is impossible.

The great bulk of human activities need the use of symbolic methods. Because it is closely associated with meaning, it is considered that the sign symbolizes the object and reflects via the meaning of the features and interactions of objects. Thus, the purposes of symbolic means are to represent the object, conjure the item's image, and impart information about the topic.

Sign systems may efficiently encapsulate incoming information, simplifying and speeding up the process of converting received information to an accessible form for usage.

Psychology differentiates between many sorts of symbolic methods (for example, linguistic and non-linguistic). The specifics of its use are determined by the type of activity and the intended objective. All sorts of symbolic means are employed in real activity, including AI instruction, not in isolation, but in a complex, which is quite obvious in the support-semantic scheme, which contains different types of visual symbols that show the content of the educational material.

The practical importance of both the general technique of scientific cognition and psychological and educational components necessitates mastery of the modeling approach. Modeling functions as an instructional tool and a technique of generalizing educational content, as well as presenting it in a collapsed form, when students construct



various models of the topics being studied. Furthermore, modeling of educational content is commonly utilized for its logical ordering, building of semantic frameworks, visual display of educational information utilizing mnemonic principles.

Visibility is represented via drawings, photos, diagrams, tables, and images. Internal visibility is also a result of a specific context, the local linguistic environment. The appearance of mental representations of these items recorded in photographs, drawings, and so on is known as visibility. When they speak about visibility, they are referring to pictures of these items. Because the sense of visibility has an emotional influence on the learner, vivid visibility develops a concept of live pictures and causes related associations.

It is vital to generate such speaking scenarios that should be stimulated with the assistance of clarity while studying a language, which is a sign system, a form of thinking expression, and a means of communication.

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