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The Peculiarities of Visibility in The Pedagogical Process

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Annotation
This article reveals about visibility in the classroom that helps students form ideas that correctly reflect objective reality through the recognition of objects and processes in the environment, while at the same time analyzing the perceived phenomena in the context of the educational task and understanding the general public.It is mentioned about the principle of visibility, visual teaching and the importance of modern technologies in education. This article can be useful for researchers and pedagogical access.
Key words: visibility, principle, teaching, visual, modern technologies, language, drawings, photographic portraits.

A foreign language is one of the school subjects that students master in the process of active speech activity, in its four types - speaking, listening, and writing, reading. Therefore, teaching aids such as visual aids make it possible to provide a motivational and stimulating level of communication.

The problem of using visual aids in foreign language lessons has been and remains relevant. At present, when humanity strives for a society without borders, strives for familiarization with the cultural heritage and spiritual values of the peoples of the world, knowledge of a foreign language, as a powerful tool of intercultural communication, has become in demand and prestigious.

Therefore, today in teaching foreign languages, the scope of use of visualization in teaching foreign languages has expanded significantly and its inventory has become more complex: from movements and gestures, from pictures and objects to videos and complex computer programs, with the help of which the teacher uses them in class and in extracurricular work on the subject.

A principle is the basic starting position of any scientific system, theory, political system; the fundamental law of any exact science; inner conviction of something; norm or rule of behavior is the main feature of the design of any mechanism or device [1, 182].

Principle (Latin principum - beginning, basis, origin, root cause) - the basis of a certain body of facts or knowledge, the starting point of an explanation or guide to action [1, 181].

Visibility is a principle that goes back to certain fundamental relationships that epistemologically connect a person and the world in which he lives, a person and the people with whom he communicates [2, 58]. As a principle, it requires special instrumentation that allows the objective laws to “reveal”, in accordance with which the process of cognition becomes effective.

The principle of visual teaching presupposes, first of all, that students acquire knowledge through direct observations of objects and phenomena, through their sensory perception.

Visibility Ya.A. Comenius considers it to be the basic rule of learning. Based on sensualistic views (“there is nothing in the mind that was not previously in sensation”), Ya.A. Comenius put sensory experience as the basis for cognition and learning and proclaimed the “golden rule of didactics”: everything that is possible should be presented for perception by the senses,

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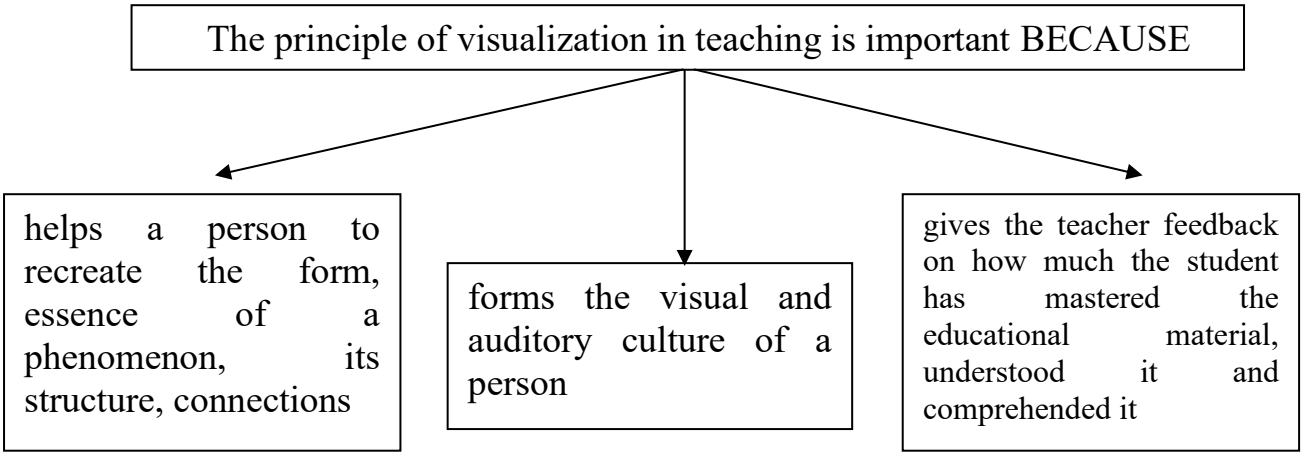
namely: visible - for perception by sight, audibility - by hearing, smells - by smell, subject to taste - by taste, accessible to touch - by touching...[3, 120].

The principle of visibility Ya.A. Komensky contrasted verbal, passive learning. To achieve clarity, he considered it necessary to use real objects and direct observation of them, and if this is impossible, models or copies of objects or phenomena. Thus, Y.A. Komensky develops a very valuable idea about the widespread use of various visual aids in school.

When students have the necessary figurative ideas, they should be used to form concepts and to develop students' abstract thinking. This rule applies not only to middle and high school, but also to elementary school. Based on the perception of sets and relations between them by younger schoolchildren, it is necessary, already in the 1st grade, to gradually move on to the generalization of visual relations, achieving their understanding in the abstract. So, having done multiplication and division on squares or circles within two tens, one should move on to understanding the connection between multiplication and division, the reciprocal relationships between these arithmetic operations.

Visibility in teaching contributes to the fact that schoolchildren, thanks to the perception of objects and processes in the surrounding world, form ideas that correctly reflect objective reality, and at the same time, the perceived phenomena are analyzed and generalized in connection with educational tasks.



The principle of visibility does not assert that the image in the learning process is created instantly and involuntarily. Active, mental work is required to create it by man.

Fine (drawings, photographic portraits, photographic reproductions of paintings, paintings, architecture and other photographic images of the surrounding world) and conventionally graphical (tables, diagrams, flowcharts, graphic drawings, diagrams, maps and charts, etc.) means of visualization, as well as modern multimedia applications (audio and video fragments, animation) are one of the effective teaching tools for both printed and electronic textbooks, which, as mentioned above, play a significant role in the intellectual cognitive activity of students.

The widespread use of one or another type of visualization in difficult-to-understand text fragments that require a visual explanation of concepts and definitions, phenomena and processes, as well as the optimal use of visualization to "revive" all material (both printed and electronic) can improve perception, understanding and mastery, optimize learning time, increase the efficiency of educational and cognitive activities in general.

Manuals of this kind help the teacher:

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a) correlate the concept with the subject in the shortest possible way and leave a more lasting mark in the students' memory;
b) stimulate student expression at different levels;
c) create a situation of live communication;
d) revive the pedagogical process.

The speed of perception of educational information, its understanding, assimilation and consolidation of the acquired knowledge depend on visibility, as well as on accessibility, semantic completeness and other useful properties of theoretical material. Also, in order to attract special attention of students in the lesson, many teachers use visual teaching.

What is visual learning? Yes, this is a teaching that is built not on abstract ideas and words, but on concrete images...[2, 56].

A teacher who wants to firmly imprint something in youthful memory must ensure that as many senses as possible - ear, eye, voice, sense of muscular movements and even, if possible, smell and taste - take part in the act of memorization.

The principle of visualization of learning in modern didactics is an orientation toward the use of various means of visual presentation of relevant educational information in the learning process [4, 32].

Also in modern didactics it is argued that the principle of visibility is a systematic reliance not only on specific visual objects (people, animals, objects, etc.) and their images, but also on their models [5, 89].

In teaching practice, the use of visual aids is combined with the teacher's word. The ways of combining words and visual aids, with all their diversity, constitute several basic forms. One of them is characterized by the fact that, through the medium of words, the teacher directs the observation carried out by students, and schoolchildren receive knowledge about the external appearance of an object, its structure, and ongoing processes from the observed objects. For example, during a lesson the teacher says: "This bottle contains sulfuric acid. Look at it carefully. What are the physical properties of this substance? "Sulfuric acid is a transparent, colorless liquid," the student answers. "Look how sulfuric acid is pouring," the teacher addresses the class while conducting the experiment. "It's oily," the schoolchildren note.

According to our research, in order to make teaching aids visual, it is necessary to highlight the main properties of the phenomenon being studied (that is, turn it into a model), to adequately reflect these properties (that is, to make the model isomorphic to the phenomenon being studied).

The problem of using visualization in teaching is closely related to the problem of modeling educational material. Models make it possible to map phenomena and objects of the real world onto a set of abstract symbols and concepts, and the connections between them into connections between the corresponding abstractions. But let's start with the very concept of "model", which is used in many fields of science.

What is a model? What is its fundamental difference from traditional visualization? A model is a conventional image of an object or system of objects [5, 91]. Natural objects and their images give, first of all, an idea of the external appearance of the object being studied as a whole. Models reproduce only individual, most essential aspects of a phenomenon or process, and these aspects must be reflected adequately, that is, be isomorphic to the phenomenon being studied.

A model is an artificially created object in the form of a diagram, physical structures, symbolic forms or formulas, which, being similar to the object (or phenomenon) under study, displays and reproduces in a simpler and coarser form the structure, properties, interconnections and relationships between the elements of this object [5, 91].

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It is customary to conventionally divide models into three types:

1) physical (having a nature similar to the original);
2) material-mathematical (their physical nature differs from the prototype, but a mathematical description of the original is possible);
3) logical-semiotic (constructed from special signs, symbols and structural diagrams).

There are other classifications: material and mental models (visual-figurative and logical-symbolic).

A.N. Kochergin, in his proposed classification, considers the following models according to type: material, ideal, objective, symbolic [5, 63].

S.I. Arkhangelsky divides existing models into three main types: material, abstract, judgmental models and analogies [3, 48].

L.M. Friedman distinguishes two classes of models: 1) material (material, real), which, in turn, are divided into static (fixed) and dynamic (active); 2) ideal, which are divided into figurative or iconic, iconic (sign-symbolic) and mental (mental, imaginary) [6, 56]. In his opinion, all the identified models have the property of clarity both for their creators and for those who understand them. Material models are visual because they represent objectively existing objects and are sensually perceptible.

Ideal models are also perceptible to the senses, and this perception evokes images of the simulated objects from which the models were developed.

The modeling method is widely used in pedagogy today. L.M. Friedman believes that the use of modeling in teaching has two aspects:

1) it serves as the content that should be learned by students as a result of training;
2) the educational action and means by which learning goals are achieved and without which full-fledged learning is impossible.

The vast majority of forms of human activity cannot be carried out without the use of sign-symbolic means. It is believed that a sign represents an object and reflects, through its meaning, the properties and relationships of objects, because inextricably linked with meaning. Thus, the functions of sign-symbolic means are to represent an object, evoke an image of an object, and convey knowledge about the object.

Through sign systems, it is possible to effectively encode the received information in order to simplify and speed up the process of bringing the received information into a form accessible for its use.

Psychology distinguishes between different types of sign-symbolic means (for example, linguistic and non-linguistic). The specifics of their use depend on the type of activity and the purpose of use. In real activities, including in teaching a foreign language, all types of sign-symbolic means are used not in isolation, but in combination, which is very clearly visible in the support-semantic scheme, which includes different types of graphic symbols that display the content of educational material.

We also must not forget about modern technologies. Modern technologies have become closely integrated into our lives. In the educational process, they help the teacher solve various pedagogical problems, facilitate the process of perception and assimilation by students.

Thanks to modern computer technologies, it is possible not only to realize static illustration models in all details, but to present these models in dynamics, that is, in motion. The use of such forms of visualization, which not only complement verbal information, but also act as carriers of information, helps to increase the degree of mental activity of students.

The speed of perception of educational information, its understanding, assimilation and consolidation of acquired knowledge depends on visibility, as well as on accessibility, semantic

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completeness and other useful properties of theoretical material [7, 197].

So, one of the requirements for an effective method of using visual teaching aids is the implementation of their didactic and educational capabilities.

All this allows us to say that visual aids are acquiring a new function - managing the cognitive activity of students. With their help, you can lead students to the necessary generalizations and teach them to apply the acquired knowledge. Enter the world of new technologies and simplify learning activities. Reveal a complete picture of the world without leaving your office and transform the methods and principles of visibility already established in practice. Enrich the visual and auditory culture of a person. Develop abstract thinking, as well as form ideas that correctly reflect objective reality and see clarity not only in familiar images in the form of diagrams, pictures, but also in movement. What ultimately gives the teacher an idea of feedback is how much the student has mastered the educational material, understood it and comprehended it.

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