

DESIGNING EFFECTIVE LESSONS USING VISUAL AIDS IN PRIMARY SCHOOL CHILDREN

Teacher at Samarkand State Pedagogical Institute

Abdullayeva Malika

Student at Samarkand State Pedagogical Institute

Jurayeva Mujgona

Annotation: This article examines the importance and effectiveness of using visual aids in the process of lesson design and classroom instruction. In modern educational environments, teachers are expected to employ various instructional strategies that enhance learners' understanding, motivation, and active participation. Visual aids, including pictures, charts, diagrams, videos, real objects, and digital presentations, play a significant role in simplifying complex information and making abstract concepts more accessible to students. The study highlights that visual aids support dual coding of information, where learners process both visual and verbal input, leading to improved memory retention and deeper understanding. In language teaching, visual materials are particularly useful for vocabulary development, speaking practice, and contextual learning. Furthermore, visual aids increase student engagement, reduce anxiety in learning foreign languages, and create a more interactive and student-centered classroom environment.

Keywords: Visual aids, lesson design, teaching methods, classroom instruction.

Visual aids are visual materials, such as pictures, charts, and diagrams, that help people understand and remember information shared in an oral presentation.

When giving a speech or presentation, a speaker communicates information orally. Whether expressing an opinion, advocating a course of action, or presenting factual or statistical information, a speaker who relies on just the spoken word may leave their listeners confused. Their listeners may also struggle to remember key facts and ideas. They are supplementary tools that enhance communication, clarify complex concepts, and boost audience retention by providing visual cues alongside spoken or written information. By combining auditory and visual learning, they help audiences remember information at rates up to 65% higher than spoken presentations alone.⁹⁰

Some people can be visual learners. Visual aids are great for visual learners as they might find it difficult to process information by listening, for example. Pictures can help them to digest and understand the information better.

In many classrooms, teachers aim to use a variety of visual aids, as well as manipulatives (objects children can hold), written prompts and spoken prompts. By including a mixture of seeing, listening and doing, all learners can feel included and engaged. Visual aids can make long pieces of text easier to process. This can be useful when children are

⁹⁰ Mayer, R. E. (2009). Multimedia Learning. Cambridge University Press.

learning to read or for children who might find reading difficult. Using pictures and visual cues can be really useful when learning and trying to remember specific information⁹¹.

When students zone out during lectures or struggle to retain written information, it's easy to assume they're just unfocused. But often the real issue is a mismatch between the teaching technique and their style of learning.

It's thought that up to 65% of people learn better visually. For them, teaching that relies heavily on spoken or text-based material can lead to disengagement, poor performance, and missed potential.⁹²

Benefits of visual learning in the classroom.

Visual learning works well for both teachers and students because it makes information more accessible, memorable, and engaging. Some key benefits of adopting visual learning strategies include:

- Improved understanding, as visuals such as charts and diagrams help students grasp complex ideas more easily
- Better retention, as visual content is often easier to remember than spoken language
- Increased engagement, as colorful visuals and interactive tools help capture attention and boost student interest
- Additional student participation, as learners can interpret, create, or interact with visuals, encouraging discussion and collaboration
- Enhanced critical thinking skills, as aids like mind maps and infographics help students to see relationships and organize their thoughts.

Teachers can also benefit from introducing visual learning strategies. It's usually easier to explain more complex or abstract concepts in this way—for instance, demonstrating math processes or laying out historical timelines—and can often save time on re-teaching, as more students may grasp concepts the first time. Many visual learners use different colors when taking notes to help them differentiate information—for instance, highlighting key concepts in red, and using green for important dates. Color-coding supports memory by making information more visually distinct, helping students to organise content and quickly identify what's most important. Graphic aids such as symbols, sketches, and diagrams can also be incorporated into notes to enhance understanding and recall.⁹³ If students enjoy working digitally, you could encourage them to create infographic summaries of a lesson topic using programs such as Canva. This provides students with more flexibility and creativity, allowing them to visually express their ideas in different formats.

No matter what kind of learners you have in your classroom, encouraging the use of diverse learning methods can significantly boost their success.

Visual learning strategies enhance understanding by making abstract concepts tangible and easier to retain. Techniques such as mind-mapping, creating infographics, and color-

⁹¹ Wikipedia.

⁹² PubMed Central (PMC) Classification of Visual and Non-visual Learners Using Electroencephalographic Alpha and Gamma Activities

⁹³ 2020, Clinician's Toolkit for children's behavioral health, Luke Johnson

coding support diverse learning styles, helping more students to retain what they've learned. Using digital tools can also help by introducing multimedia and interactive elements into learning and assessments.

Flashcards are very useful to introduce, practice and recycle vocabulary. Using flash cards in our classrooms is appealing to different types of learners because they are visually stimulating. Concerning the production of flash cards, I think that it is better for teachers to create their own Flash cards according to their students' levels and lessons activities. Teachers may use different online apps that help them create different sets of Flash cards, such as "Canva", "Quizlet".⁹⁴

There are many types of visual aids. One of the most effective visual learning tools are flashcards which encourage active recall. Children must remember information without seeing the answer, which strengthens memory. They also support spaced repetition, a proven method where small reviews over time build long-term retention.

Flashcards offer several advantages:

- They are simple to use.
- They provide instant feedback.
- They work for almost any subject.
- They support visual, auditory, and hands-on learners.

Because of these strengths, flashcards remain one of the most reliable tools for early learning. Howard Gardner's multiple intelligence theory reminds teachers that there are many types of learners within any one class. Gardner's research indicates that teachers should aim to appeal to all the different learner preferences at some point during the course. It's important to use activities that appeal to different learners and their learning preferences. Using flashcards is visual and many of these activities include movement which can appeal to a range of learners.

For children at reading age, flashcards can be used in conjunction with word cards. These are simply cards that display the written word. Word cards should be introduced after the picture cards so as not to interfere with correct pronunciation.

Flashcards are a really handy resource to have and can be useful at every stage of the class. They are a great way to present, practice and recycle vocabulary and when learners become familiar with the activities used in class, they can be given out to early-finishers to use in small groups. I sometimes get the learners to make their own sets of mini flashcards that can be taken home for them to play with, with parents and siblings.

A multimedia application is defined as a computer-based application that integrates different types of media, such as text, graphics, sound, voice, video, or animation, to provide simultaneous and interactive presentation of information. It combines content and software to enhance communication by enriching presentations, retaining audience attention, and allowing flexible interaction.

Multimedia tools are software applications used for creating, editing, and managing multimedia content such as audio, video, images, animations, and interactive media. These

⁹⁴ Harmer, J. (2015). *The Practice of English Language Teaching*. Pearson.

tools enable users to combine various media types to produce engaging and dynamic content, which is utilized in areas such as education, marketing, entertainment, and professional communication.

Multimedia systems have become useful tools for users because multimedia applications can make an endless range of easy-to-comprehend information available to them. Various multimedia applications have been developed and used in wide areas. The major functions multimedia systems provided to users include areas such as:

1. Education and training.
2. Distance learning.
3. Information analysis and management.
4. Electronic games playing and entertainment.
5. Browsing and publishing.
6. Referencing and on-line documentation.
7. Briefing and illustration.
8. Video conferencing⁹⁵.

In conclusion, the use of visual aids in lesson design is a highly effective pedagogical approach that significantly enhances the quality of teaching and learning. In today's educational environment, where students are exposed to diverse sources of information and have different learning styles, traditional lecture-based instruction alone is often insufficient. Visual aids provide a powerful solution by making lessons more engaging, understandable, and memorable.

One of the main strengths of visual aids is their ability to simplify complex or abstract concepts. Through images, diagrams, charts, videos, and real objects, teachers can transform difficult ideas into clear and accessible learning content. This not only improves students' comprehension but also supports long-term retention of knowledge. The combination of visual and verbal input activates dual coding in the brain, which strengthens memory and helps learners recall information more effectively.

Moreover, visual aids play an important role in increasing student motivation and participation. When lessons include attractive and meaningful visuals, students become more attentive and interested in the learning process. This is especially important in language learning classrooms, where visual context helps learners understand vocabulary, grammar structures, and real-life communication situations more easily. As a result, learners gain confidence and become more active participants in classroom activities.

However, the effectiveness of visual aids depends largely on how they are designed and implemented. Poorly chosen or overused visuals may distract learners instead of supporting them. Therefore, teachers must carefully select materials that are relevant to lesson objectives, simple in design, and appropriately integrated into teaching stages. Proper planning and

⁹⁵ Jurayeva Mujgona diploma work "METODOLOGY OF TEACHING ENGLISH USING VISUAL AIDS IN PRIMARY SCHOOL CHILDREN" 46-47 pages

pedagogical awareness are essential to ensure that visual aids serve their intended educational purpose.

Despite some challenges such as limited resources, lack of training, and technical difficulties, the benefits of using visual aids far outweigh the limitations. With the increasing availability of digital tools and multimedia resources, teachers now have greater opportunities to create dynamic and interactive learning environments.

Overall, visual aids are not just supplementary materials but essential components of effective lesson design. When used strategically, they enhance understanding, improve engagement, and contribute to better learning outcomes. Therefore, integrating visual aids into teaching practice should be considered a fundamental aspect of modern education.

REFERENCES

1. Mayer, R. E. (2009). *Multimedia Learning*. Cambridge University Press.
2. Wikipedia
3. PubMed Central (PMC) Classification of Visual and Non-visual Learners Using Electroencephalographic Alpha and Gamma Activities
4. 2020, Clinician's Toolkit for children's behavioral health, Luke Johnson
5. Harmer, J. (2015). *The Practice of English Language Teaching*. Pearson.
6. Jurayeva Mujgona diploma work 'Methodology of teaching English using visual aids in primary school children' 46-47 pages