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PECULIARITIES OF IMAGE-BASED FOREIGN LANGUAGE LEARNING

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INTRODUCTION

One of the most widespread problems for today is about: how can educators and instructors place their pupils at the right direction? The power of instruction is often demonstrated by the instruction's efficiency in empowering the target trainees reach the instruction's expected learning consequences. Thus, in order to provide students with learning requirements teachers have to be aware of whether it is beneficial for students to study better based on the learning designs or not. The kind of learning design mostly counts on the part of the brain, left and right that is more utilized by the student. Therefore, educators ought to know in what way the human brain works, so to evaluate the students' learning designs and to cultivate matching didactic strategies. However, the main question among educators is about different kinds of learning designs. Hence, the didactic contents

must be sent to trainees in various ways, and multiple instructional methods should be utilized. However, it was always known that visual aids bring learners a lot of benefit in their academic purposes and considers as a strong motivator. Investigation proposes that using IBL in teaching results in a more powerful learning and, therefore, the necessity to use it in educating is justified. The existence of optical elements in today's training is rising as the unification of images and visual demonstrations with text in textbooks, instructional standards, classroom demonstrations, and computer junctions broadens [1].

Using visuals in teaching, however, isn't entirely new. Over the years, lecturers typically used completely different visual aids as an instance bound learning ideas for his or her students. They first used colored chalk with blackboards, and so colored markers with white boards and flip charts. They additionally used crayons and construction papers for kids. Still photos, posters, storyboards, charts, etc. were additionally among the visuals employed in early teaching. Later, slides and transparency displays were additionally used. But with today's advanced technology, digital visuals are getting used as a viable learning attention because of its capability in conveyance the specified tutorial message instantly and universally. Therefore, visual attainment has become a needed competence for lecturers and instructors of all levels further as for college students in several formal instructional settings. Visual attainment is outlined because the ability to grasp, use, and make with pictures effectively [2].

This paper aims to handle a number of the elemental questions about learning designs and visual attainment for each learning and performance. Questions how people learn; what are the training designs, and the way it's determined. It additionally focuses on how visuals may be connected to the training designs to boost learning (connection and action), and differentiates between visuals for learning and performance. A number of the visual and learning theories just like the science theory and also the psychological feature theory of multimedia system are documented. Also, connected graphic and tutorial style models just like the ISD (instructional system design) approach and ACE (analyze, create, and evaluate) will be introduced and mentioned.

1. *Learning designs and also the human brain.* While some people learn by hearing or interpreting words, others prefer seeing pictures, and or learn by doing (hands-on). Also, there exist some people who learn better by communicating, or some people like to learn personally, while others prefer to study in groups. These different choices of learning are regarded to as the learning styles. Figure one illustrates learning designs analysis that incorporates seven-learning designs: (1) visual (special), (2) verbal (linguistic), (3) aural (auditory), (4) logical (mathematical), (5) physical (kinesthetic), (6) Social (interpersonal), and Solitary (intrapersonal). This analysis is based on (Learning-styles-online.com, 2014) [3].

Also, students can make a connection of two styles such as visual-verbal, visual-nonverbal, auditory-verbal, or physical-kinesthetic, or can have a mixture of numerous learning styles. Evidently, students with numerous learning designs can profit from various instructional purposes. But, the investigation does not give result of the predominance of a specific combination or mix of numerous learning styles over another. Hattie (2011) says that there doesn't exist any scientific proof, as of yet, that demonstrates that people have particular, fixed learning designs or distinct intelligences, nor that students profit when instructors target instruction to a particular learning design or intellect. However, providing students with different ways to learn content has been shown to enhance students learning [4].

So as for USA to grasp the origination of the training designs, it's imperative that we have a tendency to understand how the human brain functions generally and the way learning really takes place. The neural structure of the brain that homes the rational functions is split into two-brain hemispheres connected by a thick band of nerve fibers (the corpus callosum) that sends messages back and forth between the two hemispheres of the brain. Whereas brain analysis confirms that each side of the brain is concerned in nearly each human action, we have a tendency to recognize that the left facet of the brain is that the seat of language and processes during a logical and sequent order. The correct facet is a lot of visual and processes intuitively, holistically, and indiscriminately. The gen-

eral public appear to own a dominant facet. The key word is that our dominance could be a preference, not associate in nursing absolute [5].

Hence, people can and will develop each side of their brain. However, knowing and understanding our multiple learning designs will facilitate to learn a lot of effectively by capitalizing on our strengths. Such determination has been found to form a distinction for people with learning disabilities due to their multiple intelligences and alternative ways of learning.

2. The data processing theory shows how information goes through memory. In 1968, Atkinson and Shiffrin offer a model of knowledge process maintained two kinds of memory: (1) memory (incorporating sensory and dealing memory) and (2) remembering. This model demonstrates that the memory is restricted to seconds and shows why it's arduous for people to recollect things for an extended amount or perform easy tasks. In this model, the working memory of the short-term memory works in a system in which has an executive capacity that controls information. In a way, it plays the role of the Gate Keeper. It filters the data and decides on what form of information is insignificant that has to keep within the sensory memory wherever it gets forgotten in seconds; and what's vital and must be advanced to the remembering where it gets keep, retained, and later recalled. "Learning is attributed to the winning transfer of knowledge from one form of memory to the subsequent [6].

3. Visuals for learning. The principle question here is how lecturers and designers will organize and utilize IBL to assist students learn and retain info so as to be recalled later for a meaningful use. Visuals could be a variety of communication that's not verbal. It may be an image or another variety of illustration that appeals to the sense of sight. In general, visuals can incorporate however aren't restricted to: photos, symbols, signs, maps, charts, graphs, diagrams, pictures, and models. Braden (1996) identifies five classes of visuals that are studied by instructional researchers. In step with Barden, these visual classes are: (1) philosophical doctrine and film-video conventions, (2) signs, (3) symbols and icons, pictures and illustrations, (4) multi-images, and (5) graphic displays. [7]

A large body of analysis indicates that visual cues help to retrieve higher and bear in mind info. The analysis outcomes on visual learning create complete sense once we contemplate that our brain is principally a picture processor (much of our sensory cortex is dedicated to vision), not a word processor. In fact, the half of the brain used to process words is sort of little as compared to the part that processes visual pictures. Words are abstract and rather tough for the brain to retain, whereas visuals are concrete and, as such, a lot of simply remembered. There exist multitudinous studies that have confirmed the facility of visual representational process in learning. One study asked students to recollect several teams of three words, like dog, bike, and street. Students who tried to recollect the words by continuance them over and once more did poorly on recall. As compared, students who created the hassle to form visual associations with the three words, like imagining a dog riding a motorcycle down the road didn't ask for repeating [8].

In fact, almost each specialized study conducted for visuals and learning has emphasized the positive impact that visual aids wear the students' memory, motivation, and performance. Visuals are tested to have interaction students within the learning method, and pictures stimulate their important and artistic thinking. Also, visual thinking is formed to be a learning vogue by that students learn better and retain a lot of info once abstract words are related to pictures. Lecturers and instructors typically hear statements from their students like these: I'm a visual learner. I want to work it out. Are you able to show me? Such demand is even stronger by on-line students who typically struggle in an isolated learning environment where visual aids and multimedia can, to a degree, complete the social interaction of a standard room.

4. Visual attainment. What will visual literacy entail, and what specifically visual literates are capable of doing? Visual attainment could be a cluster of non-heritable competencies for deciphering and composing visible messages. A visually literate person can: (a) discriminate and add up of visible objects as a part of the visual acuity; (b) produce static and dynamic visible objects effectively during an outlined space; (c) comprehend and appreciate the visual testaments of others; and (d) conjure objects within the mind's eye [9].

Visual literacies and utilization of IBL for performance: Visual attainment for performance may be outlined because the ability to make and utilize visuals to support the human performance of achieving specific tasks. As an example, the flexibility to arrange envisioned tutorial steps to assist folks in acting some life tasks like pumping gas during a self-service gasoline station or finishing a bank dealings victimization an automatic teller machine or the flexibility to develop tutorial manuals to assist folks perform even harder tasks like operational a fresh purchased device like Associate in Nursing iPad or collection a laptop table. Also, there are other professionals who use IBL for a lot of planned performance. These could embody somebody as James, the academic designer, who works for a corporation who demands excitement within the training; or Maria, a graphic designer, who desires to style a powerful emblem for a shopper company. Visuals are additionally found to be terribly powerful in conveyance selling and advertising messages. Imagine however unforgettable the visual graphics of a number of the corporations' logos by that we have a tendency to acknowledge a corporation by simply seeing its visual graphic. To call few of the various firms who have spectacular logos, these could embody McDonalds, Apple, Nike, and Starbucks. In fact, Starbucks has simplified its emblem by dropping the written name and keeping solely the graphic image. While not a doubt, the graphic designers of those firms recognize exactly how the human brain functions and the way visual graphics impact the memory.

CONCLUSION

IBL is found to be a strong tool for learning and performance. It allows people at the time of the requirement to perform specific tasks with efficiency, and additionally helps students learn higher supported their learning preferences. Visuals are additionally found to be greatly effective for learning if it's connected properly to the students' learning designs and planned round the desired learning outcomes. In fact, utilizing visuals in lightweight of the academic system style (ISD) approach has been tested to extend the target learners' retention and optimize learning. Also, visual image of the training comes together with the motivation to assist students learn the concepts a lot of forcefully and foster their important and artistic thinking. This approach has additionally been found to be greatly effective for people with learning disabilities, as well as agenesis of the tract. However, analysis tells that the effectiveness of IBL will solely be optimized if it's employed in conjunction with different types of learning tools like sensory system and tactile experiences. Also, the potency of lecturers and instructors in victimization visuals for learning will create a distinction within the students' success. In today's large modern era, the requirement for visual competencies and technology-related skills is increasingly high for a high-quality matching performance.

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