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Course paper  
in The Methodology of Teaching Foreign  
Languages

**The use of different types of visual aids in teaching grammar material  
in secondary school**

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Language and Literature

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## INTRODUCTION

The development of business and personal contacts, the expansion of cultural ties between peoples put before the school in the field of teaching foreign languages to the forefront of the task - the education of man, the main asset of which is universal culture and universal values. The purpose of teaching foreign languages is not only the acquisition of knowledge, the formation of students' skills and abilities, but also their assimilation of reports of regional, linguistic and cultural-aesthetic nature.

In an environment where a person's personality is at the center of all educational activities, the search for effective ways and means of learning, including foreign language learning, attracts the attention of many scientists, methodologists and teachers. One of such effective teaching methods is the use of visual aids in foreign language lessons.

The problem of clarity in foreign language teaching has been relevant at all times. Therefore, the field of visualization has significantly expanded and its inventory has become more complicated: from objects and pictures, gestures and movements to videos and computer programs, with which the teacher models fragments of objective reality.

It is well known that the effectiveness of learning depends on the degree of involvement in the perception of all human senses. The more diverse the sensory perceptions of educational material, the stronger it is assimilated. This pattern is expressed in the didactic principle of clarity.

The principle of clarity plays a special role in teaching a foreign language. In school conditions, in the absence of a foreign language environment, the objective world is modeled with the help of clarity. Using various visual aids: objects, models, pictures, gestures, movements, videos, animated film, and the teacher for educational purposes models fragments of objective reality, which are associated by students with the appropriate foreign language forms in the process of educational communication. As a result, forms of a foreign language become for students a reflection of the relevant fragments of the objective world and carriers of

certain information, the exchange of which is carried out when communicating in a given situation.

When learning a foreign language, clarity is not only an important means of explaining the meaning of words and grammatical constructions, but also a means of mastering the situational conditionality of language. With the help of clarity, learning situations are created in which oral communication is practiced and thus the linguistic reaction to objective reality and life situations are mastered.

Thus, clarity in teaching a foreign language for practical purposes helps to reveal the meaning of statements and models life situations in which communication takes place. The principle of clarity in the application of a foreign language to teaching is in the form of situational clarity.

In addition, visual aids can be used as a guide and in the generalization of linguistic phenomena, where they manifest themselves in the same way as in the teaching of other subjects.

The application of visual teaching methods is due to the didactic principle of clarity, which was substantiated in "Great Didactics" by Comenius. He saw the child's sensory experience as the basis of learning and believed that learning should begin "not with a verbal interpretation of things, but with a real observation of them." Comenius put forward the "golden rule of didactics": - by touch. If any objects can be perceived by several senses at once, let them be grasped by several senses at once. " [10]

**The purpose of the study:** to consider ways to implement the principle of clarity in English lessons through the use of different types of clarity.

**The task of the study:**

1. Identify the best types of clarity in teaching grammar material and the mode of their application.
2. To study and summarize the existing research methods on this problem in the methodology of teaching foreign languages
3. Identify the methodological features of teaching the grammar of a foreign language;

4. To study the forms of visual aids.

5. Experimentally test the conditions of the influence of visual aids on the formation of grammar skills in foreign language lessons.

**Object of research:** organization of the process of teaching English grammar to primary school students.

**Subject of research:** the form of organization of giving grammatical material to primary school students.

**Hypothesis:** the principle of clarity in an English lesson depends on such factors as:

1. Teacher's pedagogical skill;
2. Proper organization of educational and training processes;
3. The teacher's desire to find an effective method of teaching a foreign language.

**Research methods:**

1. Analysis of scientific and methodological literature on the research problem;
2. Generalization of the experience of leading teachers, psychologists and methodologists;

The structure of the research. The research consists of an introduction, two chapters, conclusion, a list of reference and appendix.