

## EFFECTIVENESS OF AUDIO-VISUAL AIDS IN TEACHING PROCESS

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### ABSTRACT

Today's world is a visually oriented world, a world of virtual opportunities and information technology. Therefore, television and videos have begun to attract the audience not only as entertainment, but also actively used for cognitive purposes in all spheres of human activity, including education. This paper aims to explore importance of audio-visual tools in modern curriculum.

**Keywords:** student, teacher, teaching process, audio-visual aids, integrated technology

### INTRODUCTION

In this globalization era, the rapid development of the media has changed the didactic landscape, the student audience: the general intellectual level of students has increased. Modern students are a generation fully brought up under the influence of information technology. Whether we like it or not, today the school is significantly inferior to the media in the formation of the natural science picture of the world. Any promising education system can no longer be guided only by the teacher - as the only source of educational information.

### METHODOLOGY

The concept of audiovisual aids is not new and can be traced back to seventeenth century when John Amos Comenius (1592–1670), a Bohemian educator, introduced pictures as teaching aids in his book *Orbis Sensualium Pictus* ("picture of the Sensual World") that was illustrated with 150 drawings of everyday life. Similarly, Jean Rousseau (1712–1778) and JH Pestalozzi (1746–1827) advocated the use of visual and play materials in teaching. Mayer (2001) defines multimedia as the combination of various digital media types, such as text, image, sound, and video, into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience. He also describes potential benefits of multimedia that humans possess visual and auditory information processing capabilities. As well as, according to scholars Ivers and Baron (2002) "multimedia allows the understanding of a topic to be conveyed in a variety of ways and provides

students with opportunities to explain their ideas to others.” It also provides students with a medium for communication and offers them new insights into organizing and evaluating information. Besides, multimedia has the potential to change the roles of teachers and students and the interactions between them by allowing students to create their own interpretations of information. Reddy (2008:26) states that “audio visual education consists of the uses of interactional devices such as film projectors, radio, television, charts, posters, models, field trips etc.”

## RESULTS AND DISCUSSION

Audiovisual teaching aids make it possible to organize a lesson in such a way that the interaction between the subjects of the learning process becomes an integral part of the modern education system, which allow the development and use of fundamentally new means of information interaction between the student, the teacher and the means of information and communication. Audiovisual means allow students to acquaint students with the modern achievements of science, technology, production and culture, with phenomena inaccessible to direct observation, transported to the most distant times and places of the earth, into space, penetrate into the depths of matter (multishooting), internal movements in the world of waves, elementary particles, atoms, molecules, cells of living matter; visually present and theoretically explain the phenomena of nature and social life. There are various types of audiovisual materials ranging from filmstrips, microforms, slides, projected opaque materials, tape recording and flashcards. In the current digital world, audiovisual aids have grown exponentially with several multimedia such as educational DVDs, PowerPoint, television educational series, YouTube, and other online materials. The goal of audio-visual aids is to enhance teacher's ability to present the lesson in simple, effective and easy to understand for the students.

Besides that, scientist Reddy (2008:27-28) states that there are twelve advantages of audio visual aids:

- (1) the student becomes more active due to the involvement of more than one sense organ
- (2) it allows more freedom to students
- (3) the student's attention becomes intensive
- (4) it provides students with opportunities to handle and manipulate certain things and articles
- (5) students can be more motivated

(6) it provides first hand experiences where students can view a demonstration and get direct experience,

(7) it is relatively easy to understand,

(8) it reduces meaningless use of words and phrases and contributes towards the clearness of the participation and accuracy in learning,

(9) it can provide opportunities to include scientific attitudes and to give training in scientific methods,

(10) it can stimulate students to ask more questions and lead them to make further investigations,

(11) teaching is more effective and learning is easier,

(12) AVM can help the teacher to teach lessons more effectively and also to create more interest from students.

“One of the striking examples of new information learning tools can be the use of integrated technology - virtual reality, which allows the effect presence and recreate the illusion of reality of what is happening , as well as active participation in it pupil or student. “

However, the virtual environment that can be used in the educational process, first of all, should be ethical and pedagogical in nature. Similar computer environments should not instill permissiveness and unlimited freedom in the student, but on the contrary they and the methods based on them must be adapted from the standpoint of moral and ethical criteria of student behavior in various virtual scenarios that imitate everyday reality. For the student , the virtual reality world is emotionally imaginative. IN the psychological fabric of his inner world today has emptiness of uncertainty, which can be "filled" with personal interpretation of the images created by the virtual imagination, and as a result, they will be certainties for him. Hence, in a virtual reality session for a student, virtual images can become reality. Therefore, it is essential to carry out research on the criteria of age restriction of the use of virtual techniques, as well as the same comprehensive examination of virtual scenarios, which are planned to be used in the future in the educational process. Furthermore, Kodzhaspirova G.M claimed that “Audio-visual teaching technologies have opened up wide opportunities for independent creation of knowledge, since they take into account the peculiarities of the age and psychological development of students .” Interactive learning technologies require the teacher to have knowledge of the subject and pedagogical experience. It is well known that the average percentage of mastering the educational material is as follows: lesson-lecture - 5%; when using elements of self-reading - 10%; visual and audio materials - 20%;

audiovisual materials - 30-40%; work in discussion groups - 50%; practice through action - 75%; use of multimedia technologies - 80-85%; method of teaching others - 90%. Therefore, in order to maximize the quality of students' knowledge, to maximize their interest and increase their personal competencies, it is a good idea to combine interactive learning with the use of audiovisual and multimedia tools.

## CONCLUSION

Classes provide an opportunity for both the teacher and the student to improvise and creatively build the educational process. Interactive learning takes into account the needs of the student / student and prepares him for the use of interactive content in the real world. Interactive technologies today in the learning process is also for us seems necessary, since in the world community at the present time it is already widely various interactive and sensory learning technologies are used. Interactive technologies allow for interactive learning modes with direct application of interactive learning technologies. Interactive whiteboards are integrated with a computer, which makes it possible to effectively conduct lecture and applied classes. The interactive whiteboard software gives the user (student or educator) access to an extensive database digital images, various templates, interactive and educational content, as well as the same wide range of modern tool. By the way of conclusion , the use and active use of modern information and technical means of the audiovisual level today in the educational process seems to be indisputable. Information technologies provide practically unlimited possibilities in storing and processing information of the training plan. Interactive whiteboards used in the educational process at school and at the institute will increase the level of computer competence, both of the teaching staff and students.

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