

METHODOLOGY OF TEACHING ENGLISH USING VISUAL AIDS IN PRIMARY SCHOOL CHILDREN

Abdullayeva Malika

Teacher at Samarkand State Pedagogical Institute

Jurayeva Mujgona

Student at Samarkand State Pedagogical Institute

Annotation: This article explores effective methodologies for teaching English to primary school children through the use of visual aids. The study emphasizes the importance of visual materials—such as pictures, flashcards, real objects, videos, and digital tools—in enhancing young learners' comprehension and motivation. It examines the psychological and pedagogical foundations of visual learning, drawing on the theories of Piaget, Vygotsky, and Bruner. The research was conducted among primary school pupils to observe how visual aids influence vocabulary acquisition and overall classroom engagement. The results indicate that visual support not only increases learners' interest but also improves the retention of new words and concepts. The article concludes that integrating visual aids into English lessons is an effective methodological approach for developing communicative competence in young learners.

Keywords: visual aids, English teaching, primary school.

In the modern era of education, teaching English to young learners requires more than traditional methods based on repetition and memorization. Children in primary schools are naturally curious, active, and visual by nature. Therefore, teachers must adopt creative and engaging methods to maintain learners' attention and foster effective language acquisition. One of the most efficient ways to achieve this is through the use of visual aids, which provide direct sensory experiences and make abstract concepts more concrete.

The aim of this study is to explore the methodology of teaching English through visual aids and to determine how such tools influence young learners' not only comprehension, motivation but also vocabulary development too.

Visual learning is strongly supported by cognitive and sociocultural theories. According to Jean Piaget's theory of cognitive development, children learn best when they can connect language with concrete visual stimuli. Similarly, Lev Vygotsky emphasized the social and interactive aspects of learning, suggesting that visuals can serve as scaffolds to support communication and understanding. Jerome Bruner also highlighted the significance of iconic representation — learning through images and symbols

— as a bridge between action and abstract thinking.

Thus, visual aids play a crucial role in bridging linguistic gaps and supporting memory retention. They enable children to process information through multiple channels—seeing, hearing, and sometimes touching—making learning both interactive for young people and can make learning process enjoyable.

The study was conducted among 20 primary school pupils aged 7–9. The lessons were designed to integrate various visual aids, including flashcards, posters, realia, short educational videos, and PowerPoint slides. The experiment lasted for four weeks, during which the teacher introduced new vocabulary and grammar structures using visual materials.

Observation, short quizzes, and student feedback were used as the main methods of data collection. The progress of learners was measured through vocabulary retention tests and classroom participation levels. The findings demonstrated that the use of visual aids significantly improved learners' engagement and vocabulary retention. Students showed higher levels of participation, enthusiasm, and confidence during English lessons that incorporated visuals. For example, flashcards helped students associate new words with concrete images, while short videos supported listening comprehension and pronunciation.

Moreover, visual aids helped reduce anxiety and built a more positive classroom environment. Students were more willing to communicate in English when visual prompts supported their understanding. These results align with previous studies suggesting that visual elements enhance both comprehension and long-term memory in language learning. The study confirmed that visual aids are powerful tools in teaching English to primary school children. They make lessons more engaging, facilitate understanding of new vocabulary, and improve overall learning outcomes. Teachers are encouraged to integrate visual materials systematically into their lesson plans, combining traditional teaching methods with modern technologies such as digital visuals and interactive media.

Further research may focus on comparing the impact of traditional and digital visual aids on different aspects of English language learning, such as speaking fluency or writing skills.

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