

## THE IMPORTANCE OF USING TEACHING AIDS FOR DEVELOPING STUDENTS' INTEREST IN LEARNING FOREIGN LANGUAGES

Khamrakulova Ravshanoy  
*Fergana State University*

**Annotation:** *In this article, examines teaching aids materials in the learning process to improve students' interest in the learning process. It explains the effectiveness of using materials for all types of learners.*

**Keywords:** *teaching aids, authentic materials, flashcards, story time*

To assist learners reach the learning objectives engagingly and effectively, teaching aids can be used. There are visual and auditory tools such as traditional items such globes, maps, charts, blackboards, and photographs, etc.[1]

Advantages of teaching aids include:

- Promoting participation and integrating the outside world into the classroom;
- Permanently consolidating learning;
- Improves comprehension;
- stimulates self-activity;
- increases continuity of conceiving, and enhances effectiveness in teaching;
- Assists in getting past linguistic obstacles;
- Offers a wide range of approaches.[2]

Flashcards are small cards containing pictures, words or pieces of information for teaching a subject. They can be used in both online and offline teaching. There are three types of flashcards such as picture flashcards, word flashcards and sound flashcards. Picture flashcards are commonly used in primary education and at a beginner level, (we can also use them with adult learners, but they should contain fewer pictures and age-relevant information). These aids are very beneficial not only for visual learners but also for other types of them. In the classroom, we can use flashcards to consolidate previous lessons to elicit vocabulary and strengthen present lessons by practising new words and phrases. A teacher can put several flashcards (half of them picture flashcards, the other contain words that give definitions to them) on the table and ask them to match with suitable pairs. In this activity, a teacher first should divide students into three or more groups. Then students of each group should come to a certain table and do the task. This process will continue until all students properly do the task. In online teaching, a teacher should send flashcards before the lesson and students download them to their gadgets. Besides, a teacher can demonstrate display during the lesson or show flashcards through a camera to students. Flashcards suit all levels if a teacher chooses the correct pictures and data. We can use them for teaching all types of learning styles, especially visual learners. It is convenient for carrying it in a bag. We can use it to introduce new topics and consolidate previous lessons. If a teacher has a good sense of moderating the learning, he can use it in every situation, maybe students are tired or a teacher does not pay attention to the time, or students do not understand the new topic properly. In that case, a teacher can use flashcards to fill these gaps during the lesson. However, it has

disadvantages such as a teacher should prepare different flashcards for all lessons (time-consuming and maybe sound flashcards are expensive), and update cards because they can be old-fashioned. A teacher should put them in one special box; otherwise, they can spread to all your things.

Story time is an interesting way of involving little learners in the class. We can give confidence and a reliable atmosphere by telling short stories by sitting around on a rug. Little children are excited by listening to fairy tales and stories, which is why we should keep it in consideration and give them this opportunity. A teacher should be creative and have great enthusiasm to conduct a magical atmosphere by changing voice and intonation during reading different characters. It helps children to learn and understand a topic clearly. While reading a teacher should give several questions to identify whether learners comprehend or not. In online teaching, it is a bit difficult because a teacher should know what their students are doing. To achieve a goal, a teacher should engage students by asking them questions or acting out together actions of characters. It helps them to develop online interaction and understand a topic better than only reading. For example, a teacher reads:” The first bear asked, “Who ate my porridge?” (with a rough voice), the second bear asked, “Who ate my porridge, too?” (with a soft voice) and the third bear “Somebody had eaten all my porridge” (the voice of a child). The advantages of ‘Story time’ are many such as it is interesting, with the help of it we can engage students with reluctance, we can connect useful and enjoyment in this aid (learning new words by listening interesting story), use body movements and facial expressions to give information. If a teacher wants to consolidate stories can distribute the characters among children. It will be exciting to play a part for children. A teacher can decorate the classroom, give suitable costumes for them and invite other pupils to watch their acting. However, this type of aid has some disadvantages such as being time-consuming (a teacher should repeat and give more details if they want to act it, and decorations and costumes may affect too time-consuming), we can use this aid mostly for a beginner-level.

Authentic materials are real-life materials that were prepared for not using the teaching process. They can be articles, advertisements, signs, notes, movies, and other audio-video resources. A teacher chooses them for using it to introduce or explain a topic. In this case, a teacher should be careful and attentive in choosing suitable authentic material. It should be topic-related, have a suitable level of learners, age and interests, and not a huge or complicated context. For instance, articles from magazines contain interesting and real-life stories which can be useful for developing the communication and writing ability of students. We can use articles to explain how to write short news in online teaching. In order to achieve our goal, we should find a relevant article containing news reports and observe them to identify if our students can understand contain or not. Then, send it before the lesson or demonstrate it by sharing our screen during the lesson. A teacher can cut the introduction, main body, and conclusion, and then explain it turn by turn. For practising and doing activities, a teacher can mix all parts of the article and ask students to put them in order. Songs are interesting and useful authentic material for improving the listening and speaking ability of students. First, a teacher should find a suitable song for his learners and send it to them or put it during the lesson. They can identify new words and analyse them with a teacher. There are many interesting phrases, which can be beneficial in communication. A short version of

phrases and words can develop their adaption for a real native speaker's speech. As an activity, a teacher can give them this song with gaps and ask them to fill it after listening song. In addition, they can sing together this song and improve their pronunciation.

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