2-TOM, 11-SON

IMPROVING LISTENING COMPREHENSION THROUGH VISUAL RESOURCES (IMAGES, VIDEOS)

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages Phylology and foreign languages

Teshaboyeva Nafisa Zubaydulla qizi

Student of group 103-23: Mardaqulova Dilbar Abdug'ofur qizi

Annotation: This article explores the use of visual supports, such as images and videos, in enhancing listening comprehension. It highlights the benefits of visual aids, including providing contextual information, supporting memory retention, reducing cognitive load, and engaging various learning styles. The article discusses different types of visual supports—images, infographics, videos, and interactive visuals—and provides practical strategies for incorporating these tools into listening activities, such as pre-listening, while-listening, and post-listening exercises. The conclusion emphasizes the effectiveness of visual supports in creating an engaging and inclusive learning environment, and the potential for future innovations in using multimedia to improve listening skills.

Key words: Listening comprehension, visual supports, images, videos, learning styles, cognitive load, memory retention, educational technology, interactive visuals, language learning, auditory processing, infographics, multimedia learning.

Using Visual Supports (Images, Videos) to Enhance Listening Comprehension

Listening comprehension is a critical skill in language learning and communication. It's the ability to understand spoken language, which is essential for effective interaction in various contexts, from academic settings to everyday conversations. While traditional language instruction often focuses on text and oral practice, integrating visual supports such as images and videos can significantly enhance listening comprehension. This article explores the role of visual aids in supporting auditory processing and how they can improve learners' understanding of spoken language.

The Power of Visual Supports in Listening Comprehension

Visual supports are tools that supplement verbal information, aiding learners in interpreting and processing content. When combined with listening tasks, images, and videos serve as cognitive aids that provide contextual clues, help clarify abstract concepts, and offer visual representations of what is being spoken. These supports bridge the gap between listening and understanding, particularly for language learners, children, or individuals with learning difficulties.



2-TOM, 11-SON

Benefits of Using Visual Supports

1. Contextualizing

Visual aids provide a clear context for the spoken words, making abstract or unfamiliar concepts easier to grasp. For example, a student listening to a description of an animal in a foreign language might struggle to understand the word "elephant." However, when an image or video of an elephant is shown, the learner can immediately connect the word to a visual reference, enhancing comprehension.

2. Supporting Memory and Retention Images and videos can strengthen memory by providing a visual reinforcement of auditory input. Research has shown that people tend to remember visual information better than verbal data alone-a phenomenon known as the "picture superiority effect." This means that learners are more likely to retain and recall information when it is paired with an image or video.

3. Reducing Cognitive Listening comprehension can be taxing, especially when learners are also trying to decode unfamiliar vocabulary or complex sentence structures. By providing visual cues, learners can offload some of this cognitive burden, focusing more on understanding the content rather than struggling to visualize it. This is particularly beneficial for beginner language learners or individuals with cognitive challenges.

Different 4. Engaging Learning **Styles** People have different learning preferences, and incorporating visual supports helps engage a broader range of learners. Visual aids cater to visual learners who might struggle with purely auditory input. By appealing to multiple senses (sight and hearing), learners are more likely to remain engaged and motivated throughout the listening process.

Types of Visual Supports

1. Images

Images can be used to illustrate key vocabulary or concepts in a listening activity. A simple picture of a fruit or a scene from a story can help learners associate spoken words with real-world objects or actions. Images are particularly effective in teaching young children or beginners who are still developing their vocabulary.

2. Infographics and Charts Infographics are highly effective in explaining complex ideas. For example, during a lesson on a scientific process or historical event, an infographic that outlines the key steps or timeline of events can make the spoken explanation easier to follow and retain.

3. Videos

Videos provide both visual and auditory input, which is particularly helpful in





Load

2-TOM, 11-SON

contextualizing language. Educational videos or clips from real-life situations can show how language is used in natural settings, giving learners an authentic experience. Videos can depict conversations, body language, cultural contexts, and even emotions—elements that might be missed in a purely auditory lesson.

4. Interactive Interactive visuals, such as slideshows or digital animations, allow learners to engage actively with the content. These supports are particularly effective in online learning environments, where learners can control the pace and interact with the visuals to gain a deeper understanding of the material.

Implementing Visual Supports in Listening Activities

Here are some practical ways to integrate visual aids into listening comprehension exercises:

1. Pre-listening

Before listening to a passage, show a related image or video to provide context. For instance, if learners are listening to a description of a city, show pictures of its landmarks or a short video tour. This prepares the brain for the content and activates prior knowledge, making the listening task easier.

2. While-listening

During a listening task, provide learners with images or infographics that correspond to what they are hearing. This could include showing pictures of key characters in a story, visualizing the events described in the audio, or displaying key vocabulary as it's being used. Visuals help learners track what they're hearing and organize the information more effectively.

3. Post-listening

After completing a listening task, use images or videos to stimulate discussion and reinforce the content. For example, show a video that summarizes the main points of the audio, or provide images that prompt learners to reflect on or discuss what they've heard. This not only enhances understanding but also encourages critical thinking and personal engagement.

4. Interactive

Modern technology offers interactive tools that combine listening and visual supports in dynamic ways. Apps, online quizzes, and interactive videos allow learners to engage with the content more effectively. For instance, an app could display images of different weather conditions while learners listen to weather forecasts in the target language, helping them visualize and understand the spoken content.

Conclusion



Technology

Activities

Activities

Activities

Aids

Visual

2-TOM, 11-SON

Using visual supports, such as images and videos, is an invaluable strategy to enhance listening comprehension. Visual aids help learners connect spoken language to concrete images, reduce cognitive load, engage multiple senses, and improve retention. By integrating these supports into listening exercises, educators can provide a more inclusive and effective learning experience for students of all ages and backgrounds. Whether in the classroom or in self-study, incorporating visuals into listening activities is an effective tool for developing stronger listening comprehension skills. Incorporating visual supports into listening comprehension activities is not only beneficial for language learners but also for anyone looking to improve their ability to process spoken information. These visual tools create a more accessible and dynamic learning environment, facilitating deeper understanding and engagement. As technology continues to evolve, the potential for combining auditory and visual elements in educational contexts expands, offering even more innovative ways to enhance listening skills. Ultimately, visual aids serve as a bridge between spoken language and comprehension, making learning more interactive, enjoyable, and effective for all types of learners.

REFERENCES

- 1. Anderson, A. (2019). *The role of visual aids in language acquisition*. Cambridge University Press.
- 2. Baker, S., & Smith, L. (2021). *Multimodal learning strategies for enhancing listening comprehension*. Educational Psychology Review, 33(4), 667-684.
- 3. Clark, A. (2020). Visual learning techniques for students of all ages. Routledge.
- 4. Horn, R., & Miller, D. (2018). *Cognitive load and multimedia learning: A comprehensive review*. Journal of Educational Psychology, 110(2), 280-299.
- 5. Kress, G., & van Leeuwen, T. (2006). *Reading images: The grammar of visual design*. Routledge.
- 6. Mayer, R. E. (2009). Multimedia learning (2nd ed.). Cambridge University Press.
- 7. Wilson, R., & Ziegler, S. (2017). *Enhancing listening comprehension with multimedia aids: A practical guide*. Pearson Education.
- 8. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH ТО LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).
- 9. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).
- 10. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

2-TOM, 11-SON

- 11.Хидирова, Д., & Тешабоева, Н. (2022). Pedagogical conditions for the development of the healthy thinking in students. Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar, 1(1), 120-122.
- 12.Gaybullayeva, N. D. K., & Kizi, T. N. Z. (2022). THE ROLE OF INNOVATIVE METHODS FOR LISTENING COMPREHENSION IN TEACHING LANGUAGE LEARNERS FOREIGN LANGUAGES AND MAINLY ENGLISH. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, 2(10), 8-10.
- 13. Teshaboyeva Nafisa Zubaydulla qizi, Jurayev Muhammadrahim Murod o'g'li, & Mamirova Munisa Rajab qizi. (2021). Language Learning Culturally and the Role of Literature in Teaching Process. *Central Asian Journal of Theoretical and Applied Science*, 2(3), 1-5. Retrieved from https://www.cajotas.centralasianstudies.org/index.php/CAJOTAS/article/view/84
- 14. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).
- 15. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).
- 16. Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).
- 17. Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).
- 18. Teshaboyeva, N., & Rayimberdiyev, S. (2023, May). THE IMPORTANCE OF USING MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH CLASSES. In Academic International Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 8, pp. 149-153).
- 19.Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS. International Journal of Contemporary Scientific and Technical Research, 465-469.
- 20. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187
- 21. Teshaboyeva, N., & Yakubova, N. (2023). CHANGES OF MEANING OF WORDS. Центральноазиатский журнал образования и инноваций, 2(12), 126-129.
- 22.Sharifova Dinora Tohir qizi, & Teshaboyeva Nafisa. (2023). " NOUNS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование

2-TOM, 11-SON

в XXI веке, 2(16), 292–297. извлечено от <u>http://nauchniyimpuls.ru/index.php/noiv/article/view/13128</u>

- 23.Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from <u>https://universalpublishings.com/index.php/itfttdm/article/view/3187</u>
- 24. Qodirova Aziza Yunusovna, & Teshaboyeva Nafisa Zubaydulla qizi. (2023). "VERBS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 280–283. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13126
- 25.Tuxtayeva Aziza Ilhom qizi, & Teshaboyeva Nafisa. (2023). Word Formation: Compounding . "Conference on Universal Science Research 2023", 1(12), 113–115. Retrieved from https://universalpublishings.com/index.php/cusr/article/view/3185
- 26. Teshaboyeva Nafisa Zubaydulla, & Iskandarova Sarvinoz Shukurullo qizi. (2023). CLASSIFICATION **SYNONYMS SPECIFIC** THE OF AND THEIR FEATURES. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Konferensiyasi, Ilmiy-Amaliy 1(12), 126–131. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3191
- 27. Тешабоева, Н. (2023). Teaching writing as a major part of productive skills in mixed ability classes . Информатика и инженерные технологии, 1(2), 652–656. извлечено от <u>https://inlibrary.uz/index.php/computer-</u>engineering/article/view/25759
- 28. Teshaboyeva, N., & Yakubova, N. (2023). WORD FORMATION. COMPOUNDING. Development of pedagogical technologies in modern sciences, 2(12), 187-192.
- 29. Teshaboyeva, N. (2023). Compound sentences in the English language. Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari, 2(2), 68-70.
- 30.Nafisa, T. (2023). THE USA ECONOMY, INDUSTRY, MANUFACTURING AND NATURAL RESOURCES OF GREAT BRITAIN. *INTERNATIONAL JOURNAL OF RECENTLY SCIENTIFIC RESEARCHER'S THEORY*, 1(9), 94-97.
- 31.Nafisa, T. (2023, December). Secondary ways of word formation. In " Conference on Universal Science Research 2023" (Vol. 1, No. 12, pp. 109-112).
- 32.Nafisa, T. (2023). VOWELS AND THEIR MODIFACATIONS. Новости образования: исследование в XXI веке, 2(16), 298-305.
- 33.Nafisa, T. (2023, December). Secondary ways of word formation. In " Conference on Universal Science Research 2023" (Vol. 1, No. 12, pp. 109-112).

2-TOM, 11-SON

- 34.Nafisa, T. (2023). THE EDUCATION SYSTEM OF THE USA: PRESCHOOL EDUCATION, SECONDARY AND HIGHER EDUCATION, SCHOOL FORMS. *The Role of Exact Sciences in the Era of Modern Development*, 1(6), 53-57.
- 35.Qizi, T. N. Z., & Umedovich, M. Y. (2023). AMERICAN-BASED PRONUNCIATION STANDARDS OF ENGLISH. *Scientific Impulse*, 2(15), 563-567.
- 36.Nafisa, T. (2023, December). Word Formation: Compounding. In " Conference on Universal Science Research 2023" (Vol. 1, No. 12, pp. 113-115).
- 37.Nafisa, T. (2023). NOUNS AND THEIR GRAMMATICAL CATEGORIES. Новости образования: исследование в XXI веке, 2(16), 292-297.