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THE USAGE OF VISIBILITY IN THE COURSE OF
ENGLISH AS A SECOND LANGUAGE AT THE
UNIVERSITY

Gulmira Madiyeva

Al-Farabi Kazakh National University

gbmadiyeva.kz@gmail.com

Kuanyszbek Telgarayev

Al-Farabi Kazakh National University

kuka_9606@inbox.ru

Abstract. The question of visibility in teaching foreign languages has existed for a long time and up to the present. In recent times, in connection with the desire of mankind to open all new opportunities, to join the common cultural and religious values of the peoples of the world, the knowledge of a foreign language as an instrument of intercultural communication has become prestigious and in demand. Therefore, the field of visibility has expanded considerably, and its inventory has become more complicated: from objects and pictures, gestures and movements to video films and computer programs, through which the teacher models fragments of objective reality.

Keywords: образование, методика, английский язык, иностранные языки, методология, иноязычное образование, лингвистика

The principle of visibility implies a transition from sensory perception to abstract thinking in the process of cognition and is one of the leading in teaching. The use of visual and technical means of teaching contributes not only to the effective assimilation of relevant information, but also activates the cognitive activity of students, develops in them the ability to link theory with practice, with life, develops technical culture skills, fosters attention and accuracy, increases interest in learning and makes it more accessible. Therefore,

many researchers in the field of methodology pay great attention to learning a foreign language on the basis of clarity.

The problems of visibility were studied by prominent researchers in the field of foreign languages. In our work, we relied on the works of the following authors: I.L. Bim, N.D. Gal'skovoy, N.I. Gez, E.I. Passova, V.M. Filatova, S.F. Shatilova and others. Analysis of literature has shown that the very visualization is characterized by high availability, the expression of their own opinions, feelings, active inclusion in real activity. One of the goals of teaching a foreign language is the formation of students' independence, initiative, the ability to successfully socialize in society. During the lesson with the use of clarity, the student learns to think creatively, planning his statements, predicting the answers of accomplices.

The relevance of this study is that visibility itself, as a way of organizing communication in a lesson, is characterized by high communicative ability, expression by students of their own opinions and feelings during the discussion of the problem, which is necessary for successful work in a foreign language lesson.

In this regard, we put forward the following hypothesis: the use of visualization in the lessons of a foreign language contributes to the intensification of learning, facilitates the memorization of the material, and makes it more accessible. Therefore, the purpose of our course work is to study the theoretical foundations and practical experience of using visualization in a foreign language lesson.

The object of the study is the process of teaching foreign languages in general. The subject of the study: the use of clarity, its theoretical and practical value. To achieve the goal and test the hypothesis of the study, the following tasks were set: explore the theoretical aspect of the application of visualization in teaching a foreign language; determine the effectiveness of the use of visualization in the lessons of a foreign language; study the practical experience of organizing and conducting a lesson using visibility in the lessons of a foreign language; develop a project using visibility on several topics.