

VISUALIZATION AND THE SEMIOTIC METHOD

Introduction. The problem of motivation of learning English is as relevant as ever. One way to increase motivation is to visualize the material as an active learning practice. This is proved by numerous articles and materials presented at educational forums and in electronic pedagogical journals [1].

Main part. The term “visualization” means a change in the form of presentation of information without violating its content, the systematization and ordering of the material for its presentation in a graphic form.

According to modern approach, the search for optimal ways of organizing the educational process, as well as rational options for the content of education and its structure requires modern visualization methods. Special role of which is not only the result of the development of technologies that simplify the search for and access to information, but also the need for quick learning and memorizing large amounts of material.

The main goal of using any method of visual demonstration of educational material is the possibility of implementing a two-channel communication and increasing the amount of transmitted information. The language material becomes compact and devoid of unnecessary details, which allows students to spend less time memorizing it. For the same reason the fear of a large amount of information disappears, which leads to an increase in motivation. The clarity of the structure of the rendered material and its ergonomics simplify the process of perception. These visualization properties are especially useful when introducing new vocabulary as they positively influence the students’ language guess, which plays an exceptional role when it comes to a previously unknown phenomenon for students [2].

Visualization meets the principles and requirements of student-centered learning, activates the thinking of students, corresponds to the age characteristics of students, and is also suitable for independent work and work with students with special needs. It helps not only to involve students in the educational process, but also to use modern ICT tools, which play a special role in foreign language education at the present stage of its development.

The study of literature on modern methods of increasing motivation in a foreign language lesson at school through information visualization allowed us to identify such methods as:

- 1) multimedia presentation;
- 2) interactive quiz;
- 3) infographics;
- 4) mental map.

It should be noted though, that the list is incomplete and may contain other examples of visualization techniques.

In methodology such methods of organizing educational material are called active learning, defined by A. Verbitsky as a transition from algorithmic methods of organizing the didactic process to research, developing and promoting creative and motivating learning.

Let us exemplify the usage of multimedia presentations. By this we understand slides containing brief and structured information on a specific topic. It is fair to call presentations one of the main requirements for the usage of modern technologies in the classroom. They include the use of dynamics, sound, images, combining a number of aspects to most effectively hold the listener’s attention. Multimedia presentations are distinguished by greater clarity of the material provided. They are material creatively adapted by the teacher for a certain age of students.

Today multimedia presentations are one of the most effective and frequently used ways to provide educational material since almost every teacher has the skills to create and integrate them into the educational process.

Proper selection of the content of the presentation implies first of all that the content of the slides should not duplicate the material voiced by the teacher. Otherwise the level of attention of students will decrease, as well as their interest in the presentation itself, and the necessity of this method during the class.

The proper way to present something implies the systematization of the selected material, the development of a single design and avoiding lots of black-and-white text; using illustrations, graphics, photographs, video and audio fragments instead.

Thus, the correct approach to presentations compilation can greatly increase the transfer of a number of language items due to its clarity, brevity and visual nature [3].

An interactive quiz in the form of a presentation game saturated with various visualization elements is effective due to its game orientation. This is due to the fact that the game creates the necessary mental tension for any student while revealing it through active creative and exciting activities.

The search for new ways of presenting information in a concise and accessible form, the fast pace of learning associated with the development of new trends in teaching methods, as well as the availability of modern technologies, their popularity and demand among students determine the relevance of the problem of visualization in teaching English.

Semiotics is the science of signs and sign systems in linguistic and non-linguistic communication.

The information capabilities of a sign system are much broader than the capabilities of its constituent elements, taken outside the system. The fact is that the meaning of the transmitted message may depend not only on the presence

of certain sign in it, but also on what combination they form. The disadvantages of the sign system are that if the combination of signs is not entirely accurate or confusing, it hinders the meaning of author's intention.

The main function of a sign is to convey a message. The properties of the sign are motivation, i.e. the presence of logical connections, arbitrariness, variability. The same word can be denoted in different ways or informational content because any sign carries some kind of information in it.

Conclusion. Combining semiotics and the visual aspects may allow to observe better results during classes at all levels of education. Visual part may pave the way for the proper presentation of the material and help to move away from the black-and-white texts, and the semiotic approach may help structure the information to further increase the rate at which students are able to learn new information.

References

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