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РОЛЬ НАОЧНИХ ПОСІБНИКІВ У НАВЧАННІ ІНОЗЕМНОЇ МОВИ В ПОЧАТКОВІЙ ШКОЛІ

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THE ROLE OF VISUAL AIDS IN TEACHING A FOREIGN LANGUAGE IN THE PRIMARY SCHOOL

Bachelor's Thesis

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Professional Education program:
014 Secondary education (language and literature (English))

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ЗМІСТ

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INTRODUCTION

In the modern world, everyone now relies heavily on straightforward information, from the news, to the commercials. Humans live their lives relying on directness. According to this idea, in the modern learning environment, the usage of the ordinary textbooks are no longer enough to solely rely on for content when studying a foreign language, since there are a number of devices existing. If we look into the past, the accepted approaches to teaching were created by demonstration, through the settings where parents passed on their knowledge to their children by demonstrating several tasks. Looking at this point of view, our civilization has not undergone much change since demonstration is still one of the most popular approaches to teaching, which was and is still employed in education. Only instructions, which rely on the visual, may provide a demonstration. (Falus, 2003)

Using visual assistance is necessary and advantageous in the current classroom. Our culture is extremely visual and dependent on pictures as a result of modernity. We frequently come across language that is visually appealing and organised with bullet points. Every day, we read magazines, browse networking sites, and watch commercials. Utilising pictures, movies, or even physical items has become commonplace in our culture.

According to Rossi-Le (1980), the information that the students are about to learn first needs to be understood by their senses. As well, according to research, only 30% of students retain 75% of the information they hear in a typical class. Three-quarters of people retain 40% of what they read and watch. We are unable to provide exact numbers, but we can make assumptions about people's modality strengths. Strengths in visual or mixed modalities are the most prevalent; they account for about 30% of the population (Barbe, 1981).

According to these circumstances, visual aids might be great sources for teaching a language. Visual aids are teaching tools that engage the learners' understanding through sight. These tools, which are about to be considered and included in the research, are the following: objects, images, course books, blackboards, projectors, posters, and flashcards. Tomlinson (2011) says, in all subjects, employing instructional resources is vital, in this case the usage of visual aids might be beneficial sources of learning, as well as with visual aids students gain immediate experiences, and those might trigger the learners attention (Sieber & Hatcher, 2012).

The *aim* of the research is to evaluate the role of visual aids in primary school English classes.

The purpose of the study was to find out how visual aids help primary school students learn the English language, how visual aids stimulate language learning, whether visual aids help within the comprehensions the students are about to learn in the classroom from listening to writing, if they help with the learning of new words and grammar rules; to examine the way visual

aids affect primary school learners attitudes, as well as focuses on the advantages, disadvantages and criteria of their usage in the classroom.

The research's *practical relevance* is to examine the diverse ways visual aids are able to be used in the primary classroom, as well as to provide an overview of the considerable materials in primary classrooms and provide empirical evidence proving the effectiveness of visual aids.

The *novelty* is to answer the question of the use of visual materials, their advantages, and, if the materials are used in the classroom, what standards should be followed.

The *theoretical significance* of the study is to analyse the answers of the primary English language teachers in the Beregszász area on their application of visual aids in the classroom in order to increase students' achievements in their learning process.

The *object of the research* was the process of teaching foreign languages in primary school with the help of visual aids.

The *research subject* is the process of teaching English, which increases the learners' knowledge through visual aids.

Method of research: the present research is quantitative. To gather the data required for the investigation, a questionnaire was used. This research strategy was used since questionnaires rely on direct information, which we are in need of, providing data on the understanding of the participants, how visual aids affect people, and the atmosphere in which they are used.

This paper is made up of an introduction, three chapters, a conclusion, a reference list, and appendices.

The first section of the paper provides a theoretical and conceptual framework for the study by reviewing literature on visual aids, their origins, types, and functions. This chapter discusses the role of visual aids in the classroom as well as the advantages and disadvantages of using them in language learning situations. The chapter also stresses the functions of visual aids on a practical level, stressing their role in visualisation as an act with the help of illustrative stimulation, since they are the sources of visualisation, which is "the ability to form mental pictures" (Donis, 1974).

The second chapter provides an outlook for primary school learners. Taking into account the Ukrainian school system in primary schools, focusing on the learners age factor, learning skills, learning strategies, and sensory preferences During the research, Gardner's theory of multiple intelligences is taken into account, which outlines the pupils preferred method of thinking to handle understanding information in the classroom (Gardner, 1983). While underscoring this theory, we need to take into account the forms of understanding in a formal classroom setting. (Brown, 2007)

The last chapter represents the research, the questionnaire, methodology, and participants, instruments, procedures of the research, results and findings, and data analysis. The research is based on the participants/teachers perspectives on visual aids in the primary classroom.

Background literature review. The role of visual aids in teaching a foreign language in the primary school are highlighted in the works of Balan, S., Chande, S. (2019), Falus I. (2003), Bárdos, J. (2004), Bradford, W. C. (2004), Donis, A. Donis. (1974), Gagne, R. M., Briggs, L. J., & Wager, W. W. (1992). Gál, A (2020), Girard, D. P, (1954), Harmer, J. (2007), Johnson, L. B. (1946), Stoffers, M. (2011), Tompa, K. (1997). Wright, E (1989).

PART 1. ROLE OF VISUAL AIDS IN THE LEARNING PROCESS

The present part of the study focuses on several factors while considering the purpose of visual aids. The first part focuses on the meaning of demonstration, mentioning its types; gives a definition of the meaning of visual aids; the kinds of visual aids that should be differentiated; the criteria for using visual aids; and provides the tasks of visual aids. This part looks at the origins of visual aids as well as their meaning as teaching materials and their tasks in contributing to visual thinking. Differentiating the definition between visual communication and visual thinking Defining their functions and types from their occurrence in the classroom

1.1 Visual aids

It is no longer acceptable to only rely on textbook content when teaching foreign languages (Johnson, 1946). Teaching by demonstration is the most common and ancient teaching method, which was and is still used in family and later in professional education before professional schooling took place. Demonstration plays an important role in the teaching of science, music, the arts, the crafts and foreign languages an illustration, or demonstration, is a visual method of teaching that involves observing, analysing, and illustrating objects, phenomena, and processes (Falus, 2003). Demonstration is an illustrative teaching method that involves the observation and analysis of objects, phenomena, and processes under study (Lada, 2007). Students' visualisation power and possibilities can be improved by educational technology. Demonstration is an illustrative teaching method in which the objects, phenomena, and processes to be studied are perceived and analysed. Demonstrations are only available through instructions, which rely on the visual.

Balan & Chande (2019) differentiate two types of demonstration. The first one is method demonstration, which is a brief demonstration given in front of a small audience to demonstrate how to carry out a brand-new practise or carry out an established practise more effectively, while the second one, result demonstration, is "demonstrating the worth or value of a new practise to intended users" (Balan & Chande, 2019).

The Cambridge Dictionary defines visual aids as "something that you are shown, such as a picture, film, or map, in order to help you understand or remember information". Visual aids are synonymous with the term of illustration, which is corresponds with the term of being an image, picture in a book or magazine that explains and reproduces the content of the text (Shulska, 2016).

Tompa (1997) distinguishes four groups of teaching instruments, which include:

1. Three-dimensional devices;
2. Printed devices;

3. Educational technology devices;
4. Educational technology materials

In the first group, we may conclude that the three-dimensional devices are teacher demonstration tools and experimental learning tools, while in the second group, printed devices, we may include teacher's aids, which are any printed material that helps the teacher further clarify their explanations (teacher's manuals, methodological aids, exercise books), and learning aids, which are the facilitating, knowledge-conveying aids that are designed to help the learner. These include: textbooks, workbooks, and worksheets.

In the third group, educational technology devices, we may include: audio-visual equipment, assistive devices, hardware, record players, CD players, slide projectors, film projectors, TVs, language laboratories, PCs, DVD players, and projectors. The fourth group of educational technology materials is information media, audio-visual material, and software. They can be grouped according to the senses they affect:

1. Auditory aids: these help students learn by hearing, including audio discs, audio CDs, and school radio broadcasts;
2. Visual aids: to help students learn by sight, including: pictures, slides, photo CDs, and silent films;
3. Audio-visual aids: these act both visually and aurally to help students learn the material; they include audio films, audio slideshows, video recordings, and computer tutorials (Tompa, 1997).

Every school should use visual aids, which are representational and experimental tools that help students' mental images of the things, activities, or events they are learning about (Bílek, 2009). Working with visual aids are very flexible. Almost all teachers are aware of the time and money savings potential of images, whether they are slides or moving images (MacManus, 1939). The usage of visual aids is very flexible: there is no set rule among teachers on regarding of when and how to use the visual aids (McManus, 1939). It is not necessary to limit students' access to objects and images to field trips; instead, they can investigate them in a more specialised setting in the classroom. When teaching with objects and pictures, students gain immediate, hands-on experiences. It helps pupils acquire concepts and improve their visual literacy. It also stimulates their curiosity and triggers exploration and discovery (Sieber & Hatcher, 2012).

As can be seen, visual aids provide a lot of great benefits, although Balan & Chande (2019) list a few drawbacks. According to them, proper projection conditions are needed for visual aids. Noise can distract students; some visual aids are expensive; the use of visual aids is constrained by the need for electricity for their display; certain visual aids demand technical assistance; they cannot be used to study all topics; and their development demands accuracy and creativity.

A strong example can serve as an excellent source of scaffolding. Benson (1997) argues that scaffolding offers assistance to students therefor they can finish their activity independently. Learners require good illustration to scaffold.

1.1.1 Visual teaching materials

In all subjects, employing instructional resources is vital. Tomlinson (2011) defines the term language learning materials as "anything that is used to help language learners learn." Thus, learning materials are any books, pictures, handouts, or demonstrations used in the classroom in order to assist the students learning process. When a demonstration is given, the learners are shown something to understand and apply. In essence, it is a visual representation of an important fact, idea, or process.

Gesztesi (1997) divides educational tools into five groups according to their temporal appearance. The first generation includes a maps between the printed teaching aids, initially at the same time as the Gutenberg book printing technique. The second generation is bound by hand-painted slides (the ancestor of the slideshow). Third-generation audio-visual equipment can be found in most schools, of course, ideally in a given variation in each classroom (Vörös, 2011). Educational films, language laboratories, computer programs were used during the fourth generation. The fifth generation includes intelligent teaching tools.

Table 1. Generations of visual teaching materials

First generation	maps, pictures
Second generation	hand-painted slides
Third-generation	audio-visual, visual tools: tape recorder, movie projector
Fourth generation	Educational films, language laboratories, computer programs
Fifth generation	intelligent teaching tools

According to Johnson (1946), it is essential to use a laboratory, where teachers are able to include radio recordings, music, maps, slides, boards, flags and even pamphlets and costumes to their lessons, being able to teach the language itself, and give information. Verbal and visual representation of objects, phenomena, abstract concepts in a presentation serves to convey information and thoughts. Of course, the projection of the slides during the presentation does not trigger the teacher's explanation, but the memorization of the oral statement is supported by the visual and auditory media. The visual presentation is not a note, but a pictorial communication supporting the presentation, the essence of which is in the overall picture of the two elements. The

overall picture of the pictorial presentations helps to systematize the connections between the data, to discover different knowledge materials based on experiential recognition, to unite different experiences and ideas (Póczos, 2019).

1.2. Visual aids: their origins and usage in the classroom

The use of illustration and visual aids as pedagogical tools is not a new concept. The seeds of education, the transfer of experience, and conscious teaching can be traced back to prehistoric times. The key elements of empiricism are as old as human thought; this philosophical concept took place around the 17th and 18th centuries, denoting that the acquisition of human knowledge is nothing more than the reception of information from the reality surrounding a person primarily through the senses. Comenius emphasises illustration as a pedagogical tool (Nahalka, 2003). Seeing, hearing, touching, and tasting are therefore essential components of cognition. Comenius, in the 16th century, had already established the theory of the senses. According to him, everything should be taught using the senses as the primary teaching tool (Keatinge, 1907). Comenius said, teachers should the senses frequently to the topic they are teaching. According to Girard (1954), this means allowing voice and the hand to be combined with hearing and vision.

Children acquired practical skills by watching and imitating the work of their mother or father. The adults and parents helped the children follow an example by performing the given work process slowly, illustrating and perhaps repeating the challenging tasks several times. The method of presentation and illustration was than associated with imitation (Pukánszky, 1996).

Before the digitalization of education, the best-known model for grouping learning tools is associated with the name of Wilbur Schramm. Schramm (1964) classified tools into four generations, the classification of the four generations and their tools are characterised by Table 3. Generations of visual materials below:

Table 2. Generations of visual materials

The first generation	hand-made models and mock-ups made of different materials, or even manuscripts, pictures, engravings and maps
The second generation	textbooks, sheet music, atlases, photographs or even application tools
The third generation	overhead projector, the radio, the television, the tape recorder or even the video recorder
The fourth generation	teaching machines or language laboratories; nowadays computers.

The first generation includes unique objects that, in addition to visual representation, are equally based on touch. These include objects of reality, hand-made models and mock-ups made of different materials, or even manuscripts, pictures, engravings, and maps, which we still use in school today. The second generation includes mass-produced objects that are capable of displaying content and transmitting information by themselves. These include, among others, textbooks, sheet music, atlases, photographs, or even application tools. These tools likewise supported individual or small group learning. The third generation already included machines whose task was to display various audio-visual contents. These include the overhead projector, the radio, the television, the tape recorder, or even the video recorder. From this generation on, technical obsolescence appears as a challenge during the development of school infrastructure, and despite the fact that these tools have largely been replaced by digital ones, the development of the tool stock is a problem that needs to be solved continuously. The fourth generation consists of educational systems and machines capable of managing learning, but not computers, with which students already interact. Such are teaching machines or language laboratories, which have now been replaced by computers.

According to Gagne (2010), the birth of the audio-visual movement began in the early twentieth century. Prior to the advent of sound films and other media incorporating sound, the movement that was eventually called "audio-visual instruction" was labelled "visual instruction" or "visual education". In the 20th century, auditory devices played a role in schools, the first being the phonograph. The first detector radio was made in the 1920s, and its use in schools began in the 1930s. In England, the School Radio Society was founded in 1923 and produced a special broadcast for learners in 1928. In 1930, the "phonetics laboratory" was established at Ohio State University, which can be considered the first language laboratory. At the end of the 20th century, the development of computer technology made it possible for computer-based educational software, CD-ROM databases (a large amount of information recorded on an optical disc), and interactive media to appear and be included in the teaching tools (Petriné, 2003).

1.3 Visual thinking as a process

We live in a culture that is highly visual and image-based as a result of modernity. We commonly come with text that is organised into eye-catching bullet points. We view advertisements daily, browse social networking sites, and read magazines.

Visual aids are a type of educational tool that aids in message visualisation. The vast majority of information is processed by sight and hearing. According to the Merriam-Webster online dictionary, the term "visualisation" refers to forming a mental visual image, which only offers a general statement. On a mental level however, it is an action of perception and cognition.

Donis (1974) defines visualising as the ability to form pictures on a mental level. This ability to form mental images is, however, only available for the learners through visual perception, which is an act that includes cognition and perception. This act becomes a form that we refer to as visual thinking. Visual thinking as a process develops with the help of seeing: the information a person receives through their eyes and the information to which they are exposed are differentiated as well (Arnheim, 1969). The terms visualisation and imagery are frequently used together. Imagery in linguistics is a mental picture or impression created by or accompanying words or sentences (Richards & Schmidt, 2010). We may also explain the idea of visual discrimination while focusing on the process of visual thinking. Cohen and Cowen (2007) define them as a skill that develops when a person can comprehend and tell one item from another. This is a very important thinking process, especially while teaching a young child.

Visualisation as a process cannot happen without the help of illustrative stimuli, Gagne (1992) summarizes it, selecting them to eight levels. Gagne's eight levels are illustrated on Table 3. Visualisation with illustrative stimulation below:

Table 3. Visualisation with illustrative stimulation

Attention	Controls the degree and type of inward stimuli received;
Selected perception	converts the stimulus, which is received by attention into object-features for short-term memory storage;
Rehearsal	the information is kept in short-term memory
Encoding	the information is prepared to be kept in the long term memory;
Retrieval	Returns information from the working memory or a response generator that has been previously stored.
Response	Performance selection and organisation
Feedback	Gives the student information about how they performed and starts the reinforcement process.
Executive control processes	Pick and use cognitive techniques to change any or all of the internal processes previously mentioned.

1.3.1 Visual communication

The visual is a part of our society that is growing more and more significant. When we talk about visual communication, we're talking about visual actions where, on one level, a writer uses a number of visual instruments to communicate with other individuals about a variety of ideas, attitudes, and beliefs. We may interpret visual information in a variety of ways. The visual process

depends on perception and kinaesthetic factors, which are physiological in nature. Every person has their own unique way of visualising. What we see and comprehend depend on how we perceive the world. There is no doubt that visual literacy is not a system of reason as language. While information is encoded, stored, and decoded in language, it cannot be described logically in visual terms or with visual literacy in the same way that it can be with language (Donis, 1974).

The interchange and promotion of ideas, attitudes, and values are both aspects of visual communication. Clothing, gesture, a kid's board game, how we arrange our homes, and how they are constructed to convey austerity, conformity, or its opposites are all examples of visual communication. All of this is what we refer to as communication (Machin, 2014). Further visual communication occurs in a classroom through the placement of the desks, the teacher's gestures, the postures adopted by the students at their desks, the emphasis placed on technology, and the colours of the toys, furniture, walls, and other things (Machin, 2014).

Bílek (2009) offers that visualization is useful for any professional who would like to create a visually enriched curriculum, as well as assisting educators to use digital technology, which is increasingly available in schools, to help with creating a much more detailed curriculum (Bílek, 2009).

1.4 Types of visual aids

Certain teaching aids can take over many tasks from the teacher, making their work easier, but it is always the task of the teacher to integrate them into the teaching-learning process and to organise the process. Proper design, selection, combination, and, last but not least, experimental development of teaching aids theoretically make it possible to teach more and better (deeper) without burdening students. To select teaching aids, we need to consider the following aspects: goals and objectives, content, student characteristics, teacher factors, environmental conditions, accessibility, range of users, economy, practical factors, human factors, and effective communication (Vörös, 2011).

We may differentiate visual aids on two principles: projected aids, which require projectors and electricity for their illustration and non-projected visual aids, which do not need them. The following table attempts to illustrate the two categories:

Table 4. Projected and non-projected visual aids

Projected	videos, presentations, slides, overhead-projector
Non-projected	hand-outs, books, objects, pictures, blackboard, course books, flashcards

1.4.1 Objects

Illustration by objects has been around since the earlier mentioned great didacticist, Comenius, who mentioned that seeing, touching, tasting and hearing are therefore essential components of cognition (Nahalka, 2003).

Objects, as stated by Girard (2003), are what give a language learning classroom a piece of reality, while Richards and Schmidt (2010), give us greater explanations on the topic of objects. According to them objects can be defined as objects are defined as "items brought into an educational setting as demonstrations or as aids to be spoken about or even written as to assist in classroom instruction."

Fábián (2009) divides objects used in foreign language teaching into four groups:

a)   everyday used objects;

b)   typical objects derived from the target language medium;

c)   consumer goods containing linguistic information (tickets: theatre, cinema, plane, train tickets, timetables, labels and packaging of goods, checks);

d)   Linguistically not simplified forms from the country of the target language (brochures, maps, advertising material).

On occasion, teachers will enter the classroom using commonplace items to describe and act out commonplace scenarios to aid with language development. Role-playing games can be simply used with these items. Using objects is helpful when teaching beginners and kids especially when explaining the meanings of words. The only limitations on objects that can be brought to class are the size and quantity of the objects (Harmer, 2007).

1.4.2 Coursebook

A coursebook is a book, often included in a series of volumes, that includes all the resources required for a specific kind of language learner at a specific level. These books are often based on integrated or multi-skill curricula, which include sections on vocabulary, grammar, listening, speaking, reading, and writing (Richards & Schmidt, 2010). A well-written coursebook will have a clear syllabus, acceptable language control, inspiring texts, audio cassettes or CDs, and other extras like video material. They give teachers the certainty that they will be using materials they can trust, even when they are forced to make last-minute plans (Harmer, 2007).

Language lessons are not complete without the necessary teaching aids. Everywhere, teachers rely on textbooks, workbooks, reference books, and other types of resources as sources of linguistic input, explanations of language, and chances for students to practise newly learned or previously taught languages. Since the language of students and teachers is greatly impacted by the textbook—83 percent of classroom discourse is dependent on the course materials—each unit

of the textbooks should cover a large amount of language information (Guerettaz & Johnston, 2013) While deciding the usage of the textbooks the teachers are about to use, they need to consider the following criteria, according to Ur (1996): match the learners level of knowledge; contain pronunciation and vocabulary practise, listening, reading, and writing tasks.

1.4.3 Blackboard

Blackboards are the visual aid that are utilised the most frequently. The blackboard is the teacher's indispensable support. It can serve as a visual aid in many ways. The board is the most flexible piece of teaching equipment in the classroom. They include numerous justifications for using them, including them being a tool that is always available to take notes, a tool suitable for explanation, exercising in a large group, usable as a reminder device, and even a source of entertainment (Harmer, 2007). It is available in most conference rooms and is convenient for spontaneous expressions (Roberts, 1979). It never breaks down, its initial and ongoing costs are relatively minimal, and its use doesn't disrupt the daily schedule of the class. It is always available at the teachers' command throughout the entire lesson (Pond, 1963).

When teaching in the form of a dialogue, teachers are able to draw the speakers. With the blackboard drawing, teachers may draw about the weather they want on the blackboard within seconds, so students are able to talk about the weather projected in front of them (Torkos, 1982). There is a popular approach to setting up sentence transformation or fill-in sentence items, for example, and having individual students come up to the board and write a transformed sentence. In this manner, the entire class participates in determining which version is accurate (Harmer, 2007). However, due to physical limitations, the blackboard may not be appropriate for data that is complex or that needs to be saved. Additionally, it is quite slow; the learners must wait while the teacher is writing (Roberts, 1979). It is insufficient; teachers cannot prepare materials on the blackboard for the next class because of the limits of time.

1.4.4. Images

According to Wright (1989) "images contribute to interest and motivation; they create a sense of the context of the language; give a specific reference point or stimulus" (Wright, 1989). Images provide significance for students of all levels, since they give meanings from more complex to easier ideas (Baker, 2015). This equals that they are able to be used for beginner learners, such as primary ones.

Torkos (1982) says, when using it in connection with textbook texts, the teacher must decide which illustration can be included in the course of teaching. We differentiate:
1. simple,

2. complex and

3. image sequences.

Torkos underlines that at the beginner stage, instead of complex images, simple ones. They provide better understanding for reading materials, because they do not divide the learners attention. These simple images are easily recognizable. The complex image provides a more complete illustration, it shows the existence of objects with the closeness of things, while image sequences are series of simple or almost simple images that try to create speech situations with minimal use of visual impressions, similar to the film. Looking at the sequence of images as a whole, learners are able to play stories out of it. It provides a direct meaning, which is great for vocabulary enrichment. The complex image provides a more complete illustration, it conveys the spatial existence with the closeness of things, but its shortcoming compared next to a film is that it is less able to illustrate the time, the processes taking place in. In this case, image sequences are the most ideal choice (Torkos, 1982)

In the classroom environment, the tasks are able to be enhanced by images. Wright (1989) concludes, that images play a major role in listening and reading exercises because the meanings the images convey depend on the environment in which they are used. According to this idea, images are able to create context and provide information in a nonverbal way.

The use of images in exercises for writing and speaking can be quite beneficial. Images may motivate the learner, which could promote involvement and attention. Images help set the context in which words is used (Wright,1989). Baker (2015) says, teachers should be deliberate in their selection of the visuals that will support their learning objectives for each topic, just as they are with the texts they utilise in the classroom.

While focusing on the practicality level, Ur (1991) describes that the picture is the most evident sort of visual material for children; the more obvious, and colourful it is- the better. The majority of the time, professionally created images or photographs are used, such as those found in textbooks, colourful posters, or images clipped from magazines. Pictures are flexible and practical: easy to prepare, they can be reused with several classes; interesting, and provides a sufficient amount of language (Wright, 1989).

1.4.5 Posters

The cultural connotations of the vocabulary are connected to the topics of civilization, such as history, geography, icons (famous people, objects, etc.), sights, traditions, and holidays, which represent conceptual associations related to the meaning of the word (Holló, 2019). Solving motivating tasks in the classroom can be done in various forms over the course of an hour or even

several days. The way of solving the tasks is varied; it can be a presentation, poster, portfolio, project, graph editing, essay, etc. (Falus, 2003).

Holló (2019) provides a great activity with the use of posters in the classroom: teachers can make the students prepare an individual work by providing them with information on their age group on a given topic, and they have to give an oral report in front of the class. It is a good basis for group discussion if the student creates a picture-text illustration for his topic. The finished poster can be displayed on the wall of the classroom for a while. The students will get used to standing up in front of their peers and giving shorter or longer presentations, and they will speak more confidently in public later on.

1.4.6 Flashcards

Richards & Schmidt (2010) define flashcards as a card used as a prompt or help during a language instruction that has words, phrases, or pictures on it. They are a very simple way to get younger children to read words easily, especially words that are used often in stories but have odd spellings. Beginner readers can benefit from using flashcards to learn common words. According to Nicholson (1998), they help young readers quickly recognise words in order to ensure they can read independently.

Wade (2002) divides flashcards, based on their usage, into two groups. The first category refers to flashcards that may be used by higher-level students, while the second category is more generic, simplified material. The first category contains engaging pictures, such as portraits, pictures of two or more people, pictures of scenes, and even paintings; these are more abstract flashcards. The second category referst to neutral pictures, easily comprehensible ones, referring to clothes, occupation, animals, and nourishment.

Nicholson (1998) mentions that the fact that flashcards are simple to make is one of their many advantages. They are easily made with a pen, any scissors, and cardboard. Wade (2002) emphasises that in order for teachers to repurpose flashcards for additional classes, they must be aesthetically appealing and stable.

1.4.7 Video

During the short period of time for viewing the video clip, the student receives a large amount of information at once from two channels, which are visual and auditory. This means that videos are audiovisual aids; they are able to act both visually and aurally to help learners learn the materials. By using visual aids, learners remember language structures easier, expanding their vocabulary, and stimulating the development of language and listening skills (Mudryk, 2022).

Video is a powerful tool that can be used in language teaching in a variety of ways, including listening, speaking, and writing exercises. Similar to books or audio tape recordings, video materials can be useful instructional tools. Videos come in a variety of configurations because they can be either sounds, which don't include pictures, or just pictures without containing sounds. Videos are one of the most diverse multimedia materials; they are dramatic and attention-grabbing. Whether they are studying or not, it has a sense of enjoyment that maintains students' calm and overall contentment (Willis, 1990). Video films and video fragments are used in order to intensify the educational process and give it maximum communicative focus. The videos connect the lessons to the real world and show the language in action (Mudryk, 2022).

1.4.8 Projector

In the past, the height of educational technology was still-moving projectors. These have also been supplanted by the advent of the VCR and, later, the computer and projector. A projector is actually a display that can project the image provided by a computer on a large screen using various digital techniques. A projector is available to display an enlarged image of anything on the teacher's computer screen and present it on a white wall in order for the entire class to see it. With the use of presentation software, teachers can more effectively and engagingly communicate visual information, such as words, graphics, and images (Harmer, 2001). Projectors can be an excellent aid to the teacher, but when using them, the teacher must be aware of the lighting conditions in the classroom. In a room that is too bright, even the best projector will not produce a perfect image if it is dimmed, and this usually causes discipline problems in a more problematic class (Vörös, 2011).

1.5. Functions of visual aids

Bárdos (2004) summarises the requirements for an effective illustration as follows:

1.   Be an extension of the natural experience, starting from a truly lively approach with a multifaceted presentation of an object or phenomenon;

2.   Not be static but dynamic;

3.   Have a motivating effect because it arouses attention, curiosity;

4.   Correspond to the student's age, interests, level of intelligence, and individual experience.

Gesztesi (1997) mentions this as a part of individualization, which means that all learners can work independently and directly with the knowledge stored in the materials. This makes it possible to break up the teacher-dictated rhythm of traditional education and create a learning rhythm better adapted to the individual's needs, thus increasing the individualization of the whole educational

process. These educational devices do not stifle the educational process, but contribute to its success (Bárdos, 2004).

Visual aids also have to allow and capture events and phenomena with the power of authenticity. As well as being customizable, the software can emphasise the essence of the original event through tricks such as time contraction and expansion, size, colour, and distance manipulation for didactic purposes, and it can be reproduced as many times as needed.

However, before using the tools, children should be prepared to use the tools and follow the necessary rules. While using the educational tools, pupils should be provided with opportunities to observe and should not be forced to passively observe the learning process. It is a common mistake to present a picture that, because of its size, is only visible to a few children, so the teacher should show them around. While one child observes and interprets the picture, the other pupils are forced to be passive, which can lead to disturbing behaviour (Ferencné, 2013).

The method of demonstration in the educational process contributes to the development of pictorial, visual thinking by providing the initial basis for conceptualization and mastery of the activity; exploring practical applications; the visual organisation and classification of the phenomena learned; and stimulating pupils' interest in applying what they have learned (Lada, 2007).

We may differentiate five criteria within the usage of visual aids in the primary classroom, which are defined by Ferencné (2013):

1. Students can only study the most essential features of the presented objects, phenomena, and processes without distraction if there is no secondary thing that distracts their attention when using the illustrative tool;

2. For illustration, a tool must be chosen that allows several types of observation, thus also suitable for generalisation;

3. Demonstrating with objects is an experience if their operation and use are also demonstrated;

4. Illustration should not be done for its own sake. Overthinking interferes with the healthy development of students' imaginations;

5. It cannot be neglected that the illustrative tool will fulfil its function if it is clearly visible and understandable to everyone.

Overall, the present part of the study underlines the purpose of visual aids. Visual aids are teaching tools that serve as a means of demonstration. Since demonstration is an illustrative teaching method, the illustration of information is easily created by visual aid (Lada, 2007). We

may differentiate two types, which include the demonstration of introducing a new practise and the demonstration that describes the value of practice (Balan & Chande, 2019).

Visual aids can be divided into several groups, at first, to the groups of teaching instruments, which include: three-dimensional devices, printed devices, educational technology devices, and educational technology materials (Tompa, 1997).

While looking at the origins of the visual aids, we are able to state that the visual aids are part of all the generations teaching materials. The first generations include images and maps, while the fifth generation includes intelligent teaching tools (Vörös, 2011), teaching machines, or language laboratories; nowadays, computers (Schramm, 1964).

Visual aids are as well, sources that may influence the students' visualisation power, which means the visual thinking process. This visualisation power is an act of thinking, improved by either visual communication, such as eye contact or gestures, even clothing, or by visual aids, such as images, objects, videos, etc. Gagne (1992) summarises the illustrative stimulus in selecting them to eight levels, which include the visual illustrative material to be attentiveness, selective perception, rehearsal, encoding, retrieval, response, feedback, and executive control processes. Visual aids have a certain power that helps relieve teachers of numerous duties, making their work easier if the materials are chosen well. We may differentiate visual aids on two principles: projected (videos, presentations, slides, overhead projector) and non-projected (handouts, books, objects, pictures, blackboard, course books, flashcards).

We may differentiate visual aids into:

1. Objects are classical teaching tools, giving the classroom atmosphere a source of reality (Girard, 2003).

2. Coursebooks enrich vocabulary, grammar, listening, speaking, reading, and writing (Richards & Schmidt, 2010).

3. The blackboard is the visual aid that is used most frequently. The most adaptable teaching tool in the classroom is the blackboard (Harmer, 2007).

4. Images play a significant role in the use of classroom comprehension activities, from listening comprehension to reading comprehension, and are excellent sources for building context (Wright, 1989).

5. Posters are great sources of vocabulary enrichment and making meaning (Holló, 2019).

6. Flashcards are also great sources of vocabulary enrichment, containing two categories: engaging pictures and neutral pictures (Wade, 2002).

7. Videos have a significant role in two channels: sight and hearing. Great tools for listening, speaking, and writing exercises (Willis, 1990).

8. Projectors use various digital techniques to engagely represent the visual information (Harmer, 2007).

There are several requirements which need to be taken into account while using visual aids as illustrative materials. These may include be an extension of the natural experience, dynamic, have a motivating impact as it piques interest and curiosity, relate to the student's age, interests, level of intellect, and personal experiences, and succeed the educational process instead of restraining it (Bárdos, 2004).

PART 2. PRIMARY SCHOOL LEARNERS

The following chapter of the paper introduces the definition of young learners, briefly reviewing the Ukrainian primary school system and how the learners are taught in the primary school. Looking through the characteristics of primary learners and the major defining factors that need to be taken into account while using visual aids Reviewing the characteristics of younger and older primary learners, as well as defining their abilities, taking into account that they are a part of Generation Z, in order to choose visual materials. Reviewing the role of visual aids in the enhancement of the four language skills (listening, speaking, reading, and writing) tasks and focusing on the influence of language learning styles on choosing visual aids, taking into account Gardner's theory.

According to the website of the Ministry of Education and Sciences, school education in Ukraine begins at age six. In accordance with the parents' decision and the child's readiness to learn, a child can start school one year earlier or one year later. Special needs children can begin their studies at a different age, and their primary school education can be extended (Ministry of Education and Science of Ukraine, 2022).

Ukraine's primary education lasts four years and is divided into two cycles. The first cycle is "adaptive play". Adaptive play is characterised by a predominance of game-like methods and an activity-based approach to training over the course of 1-2 years. The second cycle, named "basic," happens in the third and fourth years of the learners studying process; it provides for integrated subject training (Ministry of Education and Science of Ukraine, 2022).

2.1. Characteristics of primary school learners

The average child enters primary school at around the age of six. For the primary student, studying and gaining knowledge all happen through their senses. They are learning at first through the environment that surrounds them, by their experiences.

Children grow in knowledge and abilities, becoming more similar to the roles they will perform as adults. The primary school phase is famous for its advancements in self-awareness, morality, and friendship as well as advances in athletic abilities, involvement in organised, rule-based games, a more ethical way of thinking, the ability of reading and writing, and other key academic skills (Berk, 2013).

Brown (2007), who states that children need to have their five senses aroused while learning in the classroom and dealing with their language learning tasks, These exercises are required to contain sensory input, which stands on a higher level than only learning from visual or auditory enhancements. These might be kinesthetic roles, such as learning by touching or playing

out roles, including lots of physical activities. These can be ordered by the senses of not only seeing or hearing but touching and even tasking as well. The smell of some of the objects used in the classroom might interest their thinking, which contributes to memorising the words and topics they are learning about.

Many studies have questioned the significance of age in language learning. The ages of the students greatly influence how and what materials teachers choose to teach with.

At a younger age, visualisation and practical experience play a greater role, while later, on certain topics, oral content explanation may be sufficient. Furthermore, age also determines the nature and attention of the learner. It is important to examine the learners interest in that case, increase their motivation (Vörös, 2011).

Since the child's requirements for content, structure, placement, and colour scheme change with age, adhering to age characteristics is the primary need for a successful selection of illustrative content for children's literature. Depending on the age category of readers, Shulska (2016) divided them into four groups: for children under 5 years of age; from 6 to 10 years; from 11 to 14 years, and ages of 15 to 18.

Table 5. The usage of illustration divided into four groups

Groups:	Illustration:	Placement in the textbook:
under the age of 5	75%	50% of book page
from 6 to 10	30%	6 mm from the text
from 11 to 14	30%	6 mm from the text
from 15 to 18	-	6 mm from the text

2.1.1. Age as a defining factor in using visual aids

Pinter (2012) differentiates between younger children, typically below the age of seven but older than the age of two, and children that are above the age of seven until the age of twelve (Pinter, 2012). While Berk (2013) defines students between the ages of six and eleven as being in the "middle childhood category." Several studies have engaged with the topic of the age factor. Most of them are critical during the primary school stages of children's development. Jean Piaget's theory of the cognitive development of children is one of the most widely known pieces of research. Piaget (1964) divides children's cognitive development into several stages: the sensory-motor stage, the pre-operational stage, and the operational stages, which may be divided into the concrete operational stage, from the ages of 7 to 11, and the formal operational stage, which begins at the age of 11 and stops around the age of 16 (Brown, 2007). It is also generally accepted that younger children learn languages more quickly than older ones, and that children learn languages more quickly than adults, based on the experiences of many (Ur, 1991).

Piaget suggests that in the concrete operational stage, around age of six or seven, most primary school aged children are able to perform operations in their heads using pictures. They are able to grasp abstract operations and rules, but these operations are still linked to previously performed actions, i.e. they can only be applied to concrete objects (Piaget, 1964). However, younger children acquire information without giving it any thought. They retain language in "chunks" and may not be interested in trying to figure out how different words and grammatical structures work outside of those chunks, unlike older children who gradually acquire the skills and the desire to study language analysis. For many kids, teacher talk serves as their primary source of the value of good teacher talk cannot be overstated.

Pinter (2012) define the distinctions between younger children, children between the ages of two and seven, and older children, who are between the ages of eight and twelve. These characteristics should be taken into account as part of the primary learners mental thinking. Their characteristics, which are combined in the table "Characteristics of Younger and Older Children" below, are:

Table 6. Characteristics of Younger and Older Children

Characteristics of younger children (between the ages of 2 and 7)	Characteristics of older children (between the ages of 8 and 12)
Rely on memory	Rely on analysis
More focus on speaking / listening	More focus on reading and writing
Focus on one aspect of a task only	Focus on multiple aspects of tasks
Limited ability to reflect on one's learning or progress and assess one's performance	Better ability to reflect on one's progress and assess one's performance
Friendship patterns are random and based on proximity	Friendships are about trust and support, based on similar interests
Limited control of emotions	Better control of emotions
High motivation	Decreasing levels of motivation
Self-image is generally positive, learning optimism	Self-image is more sophisticated, more comparative and less positive
Less awareness about how language works and lower competence in L1	More awareness about how language works and growing competence in L1

Source: Burns, A. Richards, C.J. (2012): Pedagogy and Practice in Second Language Teaching

Harmer (2007) differentiates young children from the ages of nine or ten by saying that they learn differently from older children, teens, and adults in the following ways:

- They rather learn indirectly, which means that their comprehension is met by them having the opportunity to not only meet the information they are about to or need to learn but also to act out, touch, see, or experience it in order to learn. This might be the evidence for why people have problems understanding grammatical rules since those rules are much more complicated and

cause direct difficulties. They do understand the information, but they learn from all of the experiences they face in the classroom environment. Probably this is the reason they respond to the meanings they understand.

They are generally enthusiastic about learning and curious about the world around them, though they have a short attention span, which means that activities need to be engaging in order for them to not lose interest after a few minutes since they get bored easily. The teacher's task in this situation is to meet the circumstances of their learners, so there is a need for them to be motivating and highly enthusiastic while spending time with them. These positions are easily filled by acting interested in their lives, since learners love to talk about their personal lives in the classroom. The teachers are often in need of being the centre of attention (Harmer, 2007).

In addition, Scott and Ytreberg (1990) divide young learners into two groups as well. But instead of the ages of two to seven and eight to twelve, they divide them into the ages of five to seven year olds and eight to ten year olds. Young learners characteristics from the ages of five to seven and eight to ten years old are illustrated below.:

Table 7. Characteristics of young learners

Characteristics of young learners between the ages of 5 to 7	Characteristics of young learners between the ages of 8 to 12
they are able to discuss their activities;	they have firmly established worldviews;
they are able to share what they have seen or heard in the lesson;	they are able to distinguish between reality and fantasy;
they are able to make plans;	ask questions constantly;
they are able to defend a position and explain their reasoning;	count on spoken language in along with their physical environment to communicate and comprehend meaning.
they are able to reason logically;	capable of making certain choices regarding their own learning;
they use vivid imaginations;	they are very clear about what they enjoy doing in the classroom and what they don't;
they are aware that rules are must be followed, even if they do not understand them;	have an established sense of fairness towards what occurs in the classroom
they have a short attention span	they may cooperate with others and pick up knowledge from them

2.2. Primary learners and the enhancement of the four language skills by visual aids

In the educational process of primary school, it is important to develop students' interest in learning, to rely on the sensory perception of educational information, and to include all senses in the perception of the surrounding world. The use of visual aids is aimed at: enriching and expanding the direct sensory experience of students; developing observation; learning about specific properties of objects during practical activities; creating conditions for the transition to abstract thinking; supporting independent learning; and systematising educational material (Ledney, Molnar, 2020).

The more diverse the sensory perception of the educational material, the stronger it is assimilated. This is achieved with the wide use of visual aids at all stages of education. The use of visualisation in elementary school lessons is essential. The four language skills include listening, speaking, reading, and writing (Varga, Molnar 2020).

2.2.1 Primary learners and the enhancement of their listening skills by visual aids

Listening comprehension is crucial in the classroom in order for the students to learn the usage of the language. In the primary language classroom, listening exercises are crucial because they help the students form their own views regarding how the language is supposed to be used and the way it functions. The most common listening comprehensions are created by the use of audio. According to Ur (1991), listening comprehension is best created by the use of real-life situations, which include interviews, announcements, and telephone chat.

Primary students' capacity to talk is built on the listening skills they develop. By accentuating meanings with visuals or body language, young language learners can improve their knowledge, claims Phillips (1993). Visual determinatives can be used to teach listening skills to young children.

Contributing to the learners listening skills is easiest through stories. Through the understanding of stories, teachers are able to provide visual aids that are: compose on a plot picture, which contributes to the formation of the skills of composing a detailed story based on a picture; compose a story with the help of sequentially attached illustrations to the episodes of the fairy tale, silhouette images of the heroes of the fairy tale, etc. (Kovach, Khila, Mochan 2018). Phillips (1993) says that while teaching primary learners listening tasks, teachers should provide them with a number of resources to engage them in their tasks. Since teachers may incorporate a variety of determinatives, such as jokes or songs, as well as visual aids, telling tales to young learners is an excellent teaching strategy. There is a lot of chance for recall of words or stories even if those resources are used through visual communication, facial gestures, eye contact, or mimes. Students

can be taught to pay attention selectively to particular details, such as the main concept, the themes, the specifics, and any repercussions (Wallace, Stariha, and Walberg, 2004).

2.2.2 Primary learners speaking skills enhancement by visual aids

Since communication is the major focus of language acquisition, speaking is the most important of the four skills. This makes the language school's speaking drills extremely important. But because it is the most important, it is very hard to acquire, requires practical experience, and makes students feel uneasy and uncertain about their understanding. The peculiarities of young children's socialisation have an impact on the development of communicative skills. They gain knowledge of social interactions, social life, and efficient communication (Zmikalo, Tovkanets, 2020).

The formation of communicative competence in younger schoolchildren requires teachers to diversify the forms of organisation of the educational process, use an interactive learning model, and use a communicative-activity approach to conducting lessons (Bysaga, Chekan 2019). Accuracy and fluency are two criteria that can be used to define language proficiency. If a learner succeeds in mastering a language, it indicates that they are able to comprehend and speak it correctly. Forming the right sounds, phrases, and sentences in a language requires proficiency (Ur, 1991).

Images, videos, and physical items may be used to create an integrated information environment in which a teacher can uncover qualitatively fresh opportunities that can be an effective way to stimulate the educational and cognitive processes of younger students (Varga, Molnar 2020).

Poems, short tales, newspaper and magazine pieces, scientific studies—all of these are great resources for lectures. The best chance to see how communication is affected by character and context may come through acting and from watching plays and skits. (Wallace, Stariha and Walberg, 2004).

Teaching young students can be quite satisfying since they enjoy small talk and chit-chat and are less self-conscious than adults. The most popular activities to foster this talent are straightforward speaking abilities with reasoning. Primary speaking abilities can be developed with the aid of cards or pictures since little items or images increase memory aids. Even during speaking exercises, using gestures and pictures can be quite beneficial.

2.2.3 Primary learners reading skills enhancement by visual aids

According to Cameron (2001), reading requires visual, phonological, and semantic information, which means that it combines visual information from written symbols. Reading implies that the learner can read the words, but it also implies that they can comprehend the passage they have

read. This is a decoding excercise (Ur, 1991). Teaching reading is also a great challenge for primary learners, since they need visual discrimination: the learners might confuse some letters, since their shapes are similar. In order to differentiate them, they need visual memory (Cohen and Cowen, 2007).

For reading enhancement while teaching primary teachers are very challenged. Some might use images, while others prefer flashcards (Phillips, 1993). Reading is enhanced mainly by the usage of the resources, and the activities their reading comprehension teachings employThese may be differentiated into two tasks: pre-reading and post-reading exercises. Pre-reading activities encourage learners to be engaged with their studies, as do post-reading ones. Teaching young learners to read contains a lot of additional materials; coursebooks contain a lot of animated pictures or cartoons that aid in understanding. The reading task is usually followed by reading comprehension, which aids the learner's understanding of the text. These tasks contain follow-up questions; some texts may even contain pre-reading exercises, which can lead to the students understanding (Phillips, 1993). Cohen and Cowen (2007) mention that teaching reading enhancement should be a meaning-making process. While including materials in the curriculum that are engaging and interesting for learners or using texts that they have background knowledge on is a great source of teaching.

According to Cameron (2001), creating a literate environment may improve reading since the learners are exposed to language through posters and other types of labels that are straightforward; some might be rhyming, which may be interesting as well as rewarding.

2.2.4 Primary learners writing skills enhancement by visual aids

Writing is the last one of the four language skills the learners acquire, since language is first learned through listening and speaking, since listening and speaking are learned intuitively. Still, learning to write is an essential part of language learning and living a daily life. Writing has certain characteristics that seem to make it difficult for pupils to get to grips with, especially for younger pupils, since it is produced by making letters with a tool, either a pen or pencil, to communicate ideas.

Csapó (2011) differentiates writing into two categories: writing (which is thought recording and communication) and handwriting, which is learned movement—the connected, successive chain of movements that create letter shapes and punctuation marks. Primary learners fall into the second category at first. The tasks and aims of teaching writing are the following:Forming and connecting letter elements

- Teaching writing application
- Creating a readable, clear, individual style of writing

- Using it a writing tool
- Developing spelling skills, learning to record thoughts and communicate in writing
- Writing discipline

But writing itself is a much more nuanced concept; according to Phillips (1993), it involves the process and the acquisition of the great usage of creating ideas by following grammatical rules and punctuation, as well as using appropriate words for appropriate situations. Scott and Ytreberg (1990) describes several tasks for in order to facilitate the learners writing skills. According to their idea, teachers should include drawings or pictures before the writing assignments.

Harmer (2004) says that using pictures, objects, and even music contributes to the learners conveying the skills of writing. Pictures are great at presenting grammar and vocabulary, which may be part of the written text. There are great if the learners are making descriptions about the objects they see, as well as the images they observe.

2.3 The influence of language learning styles on choosing visual aids

Learning styles and language acquisition are all influenced by an individual's preferred method of absorbing knowledge (Pritchard, 2005). Research shows that only 30 percent of the students remember 75 percent of what they hear in a normal class. Forty percent of three-quarters remember what they read and see.

There is a large amount of evidence on the basis of learning styles, but the most acknowledged one can be connected to Howard Gardner's name. Gardner (1980) suggests three uses of intelligence: according to him, it is a trait shared by all people; we all convey these eight intelligences; it is a trait that is unique to all people; nobody has exactly the same profile of intelligences. Intelligence suggests the manner in which a task is completed in relation to one's objectives.

According to Gardner's theories, Morgan (2021) notes that unless pupils take an engaged role in the process of their learning in school, it is very likely that over a period of time, their memories will fade about the things they heard in class. In this case, he suggests that the learners must participate during their session by being engaged with their tasks. According to Gardner, the teacher's job is to develop engaging ideas and tasks for all the multiple intelligences (Morgan, 2021).

The eight intelligences and their descriptions are illustrated in Table 2. Gardner's Eight Intelligences below:

Table 8. Gardner's Eight Intelligences

Intelligences	Descriptions
Linguistic	An ability to analyze information and create products involving oral and written language such as speeches, books, and memos.
Logical-Mathematical	An ability to develop equations and proofs, make calculations, and solve abstract problems.
Spatial	An ability to recognize and manipulate large-scale and fine-grained spatial images.
Musical	An ability to produce, remember, and make meaning of different patterns of sound.
Naturalist	An ability to identify and distinguish among different types of plants, animals, and weather formations that are found in the natural world.
Bodily-Kinesthetic	An ability to use one's own body to create products or solve problems.
Interpersonal	An ability to recognize and understand other people's moods, desires, motivations, and intentions
Intrapersonal	An ability to recognize and understand his or her own moods, desires, motivations, and intentions

Source: Davis K, Christodoulou JA, Seider S, Gardner H. (2011): The Theory of Multiple Intelligences. In: Sternberg RJ, Kaufman SB Cambridge Handbook of Intelligence. New York: Cambridge University Press

By providing students with activities that allow them to actively engage in the lesson's topic and educate with an emphasis on the learners' intelligences, teachers may expose students to a wider range of experiences. If teachers are considering all of the learners' intelligences, they must think about how to include all of the materials for the students. Over time, the planning process would allow for a thoughtful plan that will satisfy all of the students' needs in learning activities. (Pritchard, 2005). Gardner's ideas have been highly criticised since publication, and though personalised learning is a great idea, it may not be possible to include a balanced atmosphere suitable for all learners needs. Teachers might end up discriminating against students who are strong in the intelligences they overlook but weak in the ones they choose to cultivate if they educate to improve certain intelligences while neglecting others (Morgan, 2021).

Although we are unable to provide precise numbers, we can estimate people's modality strengths. Visual or mixed-modality strengths are the most common; they make up roughly 30 percent of the population. The remaining styles are: 25 percent are auditory, and 15 percent are kinesthetic (Barbe, 1981).

2.4 Sensory preferences through the understanding of sight

Hayes (2006) defines teaching approaches, mentioning that they are the methods and techniques teachers use to assist students in learning effectively and make up a teacher's teaching style, which also expresses their beliefs regarding the principles of learning. The multisensory approach, well known as the VAKT approach, refers to a specific teaching technique where teachers focus on the learners:

1. visual—through the understanding of sight;

2. auditory—through the ability to hear;

3. kinesthetic (including movement of the body) and tacticle (learning perceived through touch) modalities in order to make them learn more efficiently, providing them with beneficial information that contributes to their language learning experience. While educators focus on the four senses, learners achieve their four language skills: listening, speaking, reading, and writing. Brown (2007) offers that, on the basis of Gardner's Multiple Intelligences, only three significant learning styles are differentiated in a formal classroom setting: visual, auditory, and kinesthetic learning.

2.4.1 Visual preference

People who learn visually and spatially think in images rather than in words (Silverman, 2002). Visual learners prefer using their eyes for perception; they use visual processing, i.e., figures, graphs, and illustrations, for understanding. When describing or remembering events or objects, they frequently move their hands, and they frequently look upwards when they are pondering or recalling information (Pritchard, 2005).

Barabási (2013) says there are two types of these visual learners: one processes information in the form of words, while others retain what they see in the form of diagrams or pictures. Fifteen percent learn best tactilely. They have to touch the material, describe it, draw it, and get involved in the given experiences. Another 15 percent are kinesthetic. They learn best by physically "doing" and through the process of doing as they engage in real experiences that usually have direct application to their lives (Barabási, 2013).They in addition, imagine a visual image when reading, which helps them understand. They remember better the visual details of a room or a face, but they may not remember the conversation that took place there. Presentations, multimedia computer activities for them more useful than book-based learning. Maps, short notes, and text highlighters help their learning, but it is very important to review the course material in advance and review it afterward. The most common type of learner (Gyarmathy, 2007). In general, visual learners prefer

visual stimulation and if an extensive amount of information is provided verbally, a handout and various visual aids, including overhead transparencies, as well as taking careful notes, greatly improve their knowledge (Dörnyei, 2005).

Learning requires visual stimulus because it's vital for comprehension. Learners ability to understand and remember information is aided by imagery. Although abstract ideas may be recited, they are only fully grasped when imagery is conjured (Stoffers, 2011).

2.4.2 The role of visual aids in auditory preference

Voice and hearing are the main modes of learning for auditory learners. Both what kids hear and what they say orally stick in their memories (Gage, 1995). They enjoy discussing and working in groups to analyse and converse about the material. They gain by having written passages read aloud to them, speaking aloud what they wish to remember is useful. They find instructional tapes to be highly helpful, they prefer oral practise without the help of their books.

Auditory learners are at ease without visual cues and hence appreciate and benefit from straightforward lectures, dialogues, and spoken instructions. Role-playing and other related activities in the classroom fascinate them. However, they occasionally struggle with written assignments (Oxford, 1990).

2.4.3 The use of visual aids for kinesthetic and tacticle preferences

The kinesthetic, learn by touching or engaging physically with the material being studied helps kinesthetic learners learn more effectively (Gage, 1995). Kinesthetic learners find it easier to memorise things when moving about. Building models, creating collages and other images, and creating different kinds of artwork are similarly enjoyable activities (Dörnyei, 2005).

We should not confuse the term "kinesthetic" and "tacticle". Dörnyei (2005) divides them as: relates to the idea that full-body experience yields the most effective learning, as a full-body motion; while tacticle refers to learners who use a physical, direct learning style with touching. In conclusion, Gardner's theory suggests the significance of the senses in learning, even though it includes intelligences other than those connected to merely the senses.

The use of game technology is excellent for kinesthetic learners. Games allow us to properly account for the age features of primary school students, foster initiative and self-activity, foster a creative environment, realise player dreams, and comprehensively assist them in their adult life preparation. Making engaging, emotionally charged game situations aids in maintaining students' interest and motivates them to take part in the suggested activity (Molnar, Sukhodolska, 2020). The following guidelines should be followed when using a didactic game in a primary school lesson:

- Activity - represents the active display of one's mental and physical abilities, beginning with the preparation for the game, during the actual play, as well as throughout debate of the outcomes;

- Clear and straightforward to grasp in order to be accessible;

- Every didactig game shoud contain visual support;

- Cognitive activity throughout the preparation, participation, and finishing of the game (Semen, Tovkanets, 2018)

Overall, the second chapter of the study defined primary learners, who in Ukraine enter traditional schooling around the age of six. The primary education system in Ukraine lasts four years, and it can be divided into two circles. The first circle contains game-like teaching methods, while the second contains what we call "integrated subject training (Ministry of Education and Science of Ukraine, 2022).

While creating informational, visual materials to enhance their language learning, we need to take their characteristics into account. The first subsection of the research underlines several characteristics of primary learners, defining the term "young learners". These young, primary learners can be defined in several ways. Learners are children of pre-primary and primary school age. They may be differentiated into several age categories; for example, Berk (2013) divides them into the "middle childhood category", meaning learners between the ages of seven and twelve.

These learners can be described as immature; children around the ages of nine or ten learn indirectly, from experiences and acts, through sight and touch. These learners are enthusiastic and curious, and they need to be the centre of attention. They are not able to understand complex rules, such as grammar (Harmer, 2001). These young learners need to have their five senses aroused while learning, which means the teacher's job is to make the materials used in the classroom contain sensory input (Brown, 2007).

The learners ages need to be taken into account while choosing sensory inputs. According to Shulska (2016), the illustration that is provided in the learners textbook in Ukraine for the ages of six to ten contains 30%.

According to Piaget's (1964) theory, children are in their concrete operational stage, meaning that primary learners are able to perform operations in their heads using pictures, thus visually. According to Pinter (2012), primary school-aged learners between the ages of six and twelve, or "older children," convey the following characteristics: relying on analysis, self-reflecting, and creating friendships based on common interests. Harmer (2007) states that primary-aged learners learn indirectively, through sensory input, and have problems understanding abstract rules. These learners are naturally curious but have a short attention span, which means that teachers need to choose wisely while creating interesting visual input. Scott and Yteberg (1990)

say that their learners from the ages of five to seven and from the ages of eight to twelve underline their characteristics at best, including their ability to distinguish between fact and fiction. They are learning from their natural environment.

Concluding the information the chapter contains, as previously mentioned, primary learners learn through their senses (Brown, 2007). The second subsection of the chapter looks at the learners four language skills and how these skills are able to be developed through the use of visual aids. The purpose of using visual aids is to enhance and broaden pupils' direct sensory experiences.

Using visual aids while enhancing the learners listening skills is beneficial, especially when they are used in listening exercises. By highlighting meanings with the use of visuals or body language, young language learners improve their understanding. For young learners, this is easiest through storytelling, since tales and fairytales are engaging for learners, and by containing images, they may be used for more detailed understandings.

For speaking skills, learners need real-world experience. Visual aids can be great sources for teaching speaking; poems and stories are great sources; and other items may increase memorization.

Reading skills are easily developed with visual aids, as reading requires visual discrimination. If the words are repeated several times, readers, after realising them, may learn them. Reading materials, such as textbooks, convey several additional images, which help with the understanding of the texts (Phillips, 1993).

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the understanding of the texts (Phillips, 1993). In acquiring the reading skill, flashcards and posters are also great sources of remembering and promoting literacy.

Writing skills are best developed by practising. Primary learners are at first in the stages of acquiring handwriting, while in the practising stages, writing can be influenced by images since they are able to be sources of vocabulary and grammar.

Utilising visual aids is a crucial duty. For the tools to be effective, selecting the visual aids to improve the learners' understandings is significant; these are also called "learning styles, which are means of how a person understands information (Pritchard, 2005). These theories can be stated in terms of Howard Gardner's eight intelligences. While teaching with an emphasis on the learners' intelligences, teachers are able to expose students to a wider experience while providing them with activities in which they may engage in the lesson with the topic. Although Gardner's intelligences are very descriptive, in the regular classroom setting, we may differentiate three learning preferences. These are sensory preferences, which include the visual, auditory, and kinesthetic ones. While visual learners learn best by sight, through images and illustrations, auditory learners learn best by the senses of hearing, and audio-visual materials are great sources for them. The last two preferences include the kinesthetic and tacticle ones, which are common in teaching young learners since they prefer learning through touching and body movements (Brown, 2007). Using sensory input is a great source for individualising the learning process (Hayes, 2006).

PART 3. RESEARCH ON TEACHING WITH THE HELP OF VISUAL AIDS IN PRIMARY SCHOOL

In the modern environment, using visual aids is inevitable and beneficial. Our civilization is visual and reliant on images. We frequently encounter language that has been constructed with bullet points and is visually appealing. We see commercials every day, examine networking sites, and read magazines. We have reached the point in society where the use of visuals is inevitable.

This study deals with the attitudes of the Transcarpathian English teachers towards the usage of visual aids in their language teaching environment, how visual aids affect the attitudes of their learners, their participation in the classroom, and most importantly, how visual aids contribute to their second language learning experience.

3.1. Aim of research

The research aims to evaluate the use of visual aids in primary school English classes. The purpose of the study was to find out how visual aids help primary school students learn the English language, how they stimulate language learning, whether visual aids help with the learning of new words and grammar rules, and whether they help with listening tasks and reading comprehension. Another purpose of the study is to examine the way visual aids affect primary school learners attitudes in class.

3.2. Research design

The present research is a quantitative research. The quantitative research appeared to be the best choice, since it produces factual, trustworthy result data that can typically be applied to some larger groups, and it is convenient within contacting teachers from separate areas.

To gather the data required for the investigation, a questionnaire was used. The questionnaire based research has been compiled with the aid of closed-ended questions, conveying a small amount of open-ended questions. The questionnaire conveys twenty one questions. Six of the questions are open-ended, while the majority, fifteen questions convey the close-ended structure. Various question types were included in the questionnaire, such as open-ended questions (which were targeted of regarding their attitudes towards the use of visual aids, their views on the benefits and drawbacks of visual aids, their preferences for the significance of it, as well as their standards for selecting the appropriate assisting aids), multiple choice questions and likert scale questions. The survey was entirely confidential and anonymous. For easier comprehension of the questions, the language used was Hungarian.

3.3. Participants

During the research, several English teachers were contacted in the Beregszász area. Twenty teachers participated in the research, filling out the questionnaire anonymously. The request for primary school English instructors is logical since they are the only people who can respond to questions about the use of visual aids as a language teaching tool and have experience and knowledge of the attitudes of learners.

3.4. Procedure

Primary English teachers in the Beregszász region were contacted during the research. A questionnaire was conducted with twenty-two questions that were the focus of the present paper chapter. The questions were created in Hungarian language using Google Forms. A few teachers were visited individually in order to make contact with them, and they distributed our questionnaire to a number of other primary English language teachers.

3.5. Analysis of the questionnaire

The first section of the research investigates the teachers' opinions about visual aids in teaching. The second question asks our respondents about their opinions on whether visual aids are effective tools in language teaching. While investigating the respondents answers, we may generally state that primary English language teachers find the usage of visual aids important in the language classroom since they make the material to be learned more colourful and vivid. This plays an important role in language teaching.

The following discoveries can be stated within the while generalizing the answers, which is the fact that the majority of teachers frequently employ visual aids. 15 of the 20 teachers who took part in the study frequently use visual aids; the other five use them in every lesson.

The fourth question of the questionnaire was about the types of visual aids used in the classroom. The diagram below shows which visual aids appear most often in the classroom. The most frequently used visual aids are the following: images (16), videos (13), everyday objects (8), posters (8), presentations (5), flashcards (5), and non-linguistically modified informational materials. (3)

The most widely employed visual aids are images; since they are the most accessible, they can be easily used by anyone and do not require technical knowledge. Videos take second place on the frequency factor; 13 teachers agreed out of 20 that they frequently employ their use since they are also easily accessible, straightforward, and attention-grabbing. All of the visual aids and

their frequency has been included in Diagram 1. The frequency of using visual aids in the primary english class.

Diagram 1. The frequency of using visual aids in the primary english class

The frequency of using visual aids in the primary english class

(Bar chart showing Frequency: Images 16, Videos 13, Eveyday objects 8, Posters 8, Presentations 5, Flashcards 5, Non-... 3)
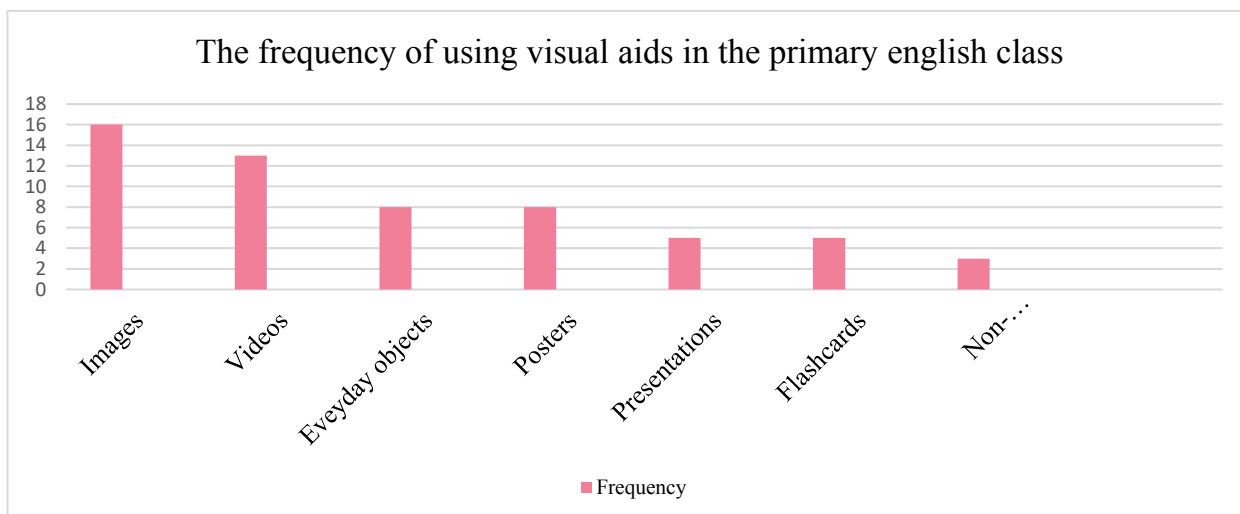
The rarely employed visual materials are the non-linguistically modified informational materials. Mainly because they contain materials that are used in the target language, they are not simplified, so the message and the information they contain are not as clear and understandable to young primary learners. Non-linguistically modified informational materials are also hardly reachable.

Using visual aids has many beneficial effects. As stated by educators, the greatest advantages of using visual aids are that they make learning easier (15), they aid in memorising (15), and they make the lesson more interesting (10). The less popular answers to the advantages of using visual aids include that they can be used for multiple strategies (7) and that they aid in visual thinking (7). Diagram 2 attempts to illustrate the teachers collected answers.

Advantages of using visual aids

(Horizontal bar chart showing Answers: They can be used for multiple strategies 7, They aid for visual thinking 7, They make the lesson more interesting 10, They aid for memorisation 15, They make learning easier 15)
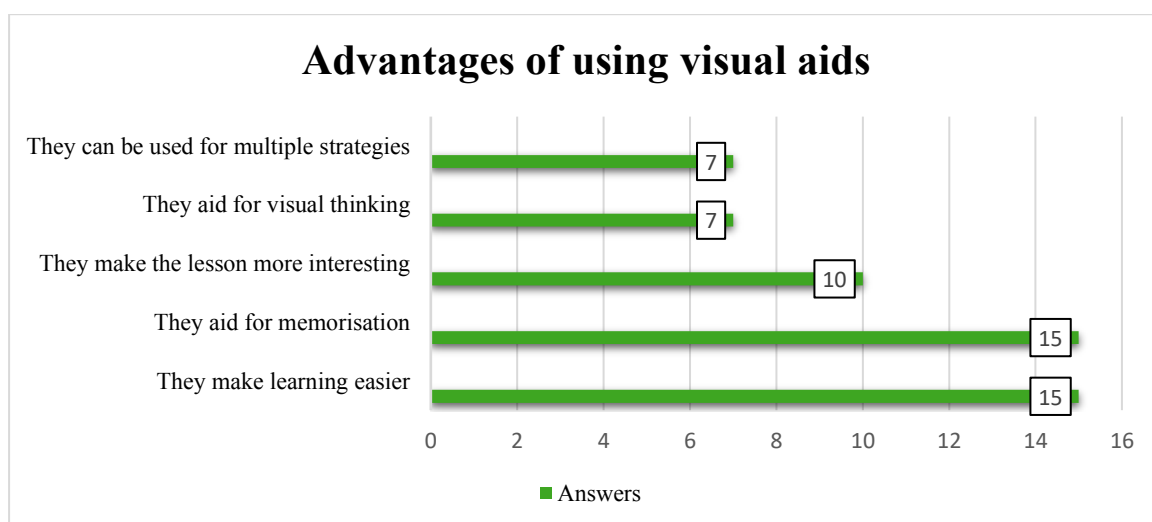
Diagram 2. Advantages of using visual aids

Young learners and their learning styles can be divided into three categories, which includes visual, auditory, and kinesthetic learners. According to their answers, teachers believe

that their learners fall into two categories: the visual learning style (14) and the kinesthetic learning style (6). These learning styles are influenced by visual aids; relying on the earlier mentioned answers, the teachers who took part in the research depend on and focus on their learners needs while choosing the right teaching tools. According to one answer, all types of aids greatly help children learn a language; they make it easier to learn the curriculum; they help the learners imagine ideas; provide a more tangible result; and they help everyone in different ways. Though the versatility of visual aids (i.e., their ability to be used for multiple strategies) in the answers of the teachers was relatively low, still 35% of the participants agreed with their importance.

The questionnaire contained several statements in which the teachers gave their viewpoints on their level of agreement about the language learning process and where visual aids are used on several topics. The participans had four options on behalf of which they had to choose: strongly agree, agree, neutral, and disagree. The statements are combined in Table 9. Visual aids and students preferences for better understanding and practical reasons. The statements are the following:

Table 9. Visual aids and students preferences

Statements	Strongly agree	Agree	Neutral	Disagree
1. Visual aids help students to settle in when introducing a new material	20%	70%	10%	0%
2. A more withdrawn student become more active in class if the teacher uses visual aids	60%	20%	20%	0%
3. Colourful visual aids influence students' understanding of the material	20%	70%	10%	0%
4. Learners find reading comprehensions to be interesting if the material contains additional images, videos	55%	25%	20%	0%
5. Visual aids influence the students classroom activity	0%	60%	40%	0%

1.   The majority of the teachers (70%) agree with the significance of using visual aids in the introduction of new materials, while 20% strongly agree with the statement and 10% find them neutral.

2.   On the personality factor, a visual aid may affect the activeness of the learners, especially with a more withdrawn student, according to 60% of the teachers, who strongly agree with the statement, while 20% of them agreed, and 20% of them found the visuals neutral.

3.   The outlook of the visual aids may enhance the learning process and aid in the understanding of the material, according to 70% of the teachers who used the choice to agree with the statement. 20% of them agreed with the outlook aspect, while 10% found the visual aids colorfulness neutral.

4.   The fourth statement introduces the idea that reading comprehensions might be found more interesting by learners if they are created with the use of additional visual aids. The answers may be separated: 55% of the teachers strongly agree that reading tasks are more interesting with images and videos, while 25% agree, and 20% of the teachers are impartial with the statement.

5.   The fifth question was interested in the respondent's opinion on the topic of the students activity in class. The answers are divided into agreement and neutral opinions on the topic. According to eleven respondents, visual aids influence the learners diligence in the classroom, while others think the usage of visual aids does not include additional operativeness.

The following four statements focus on the language learning features of visual aids and their usage within their contribution to the four language skills, which are the main aspects of language learning:

Statements	Strongly agree	Agree	Neutral	Disagree
1. The use of visual aids help with the understanding of reading comprehension	80%	20%	0%	0%
2. The use of visual aids help with the undertanding of listening tasks	20%	80%	0%	0%
3. The use of visual aids help with the learning of new words	80%	15%	5%	0%
4. The use of visual aids help with the understanding of grammar rules	65%	35%	0%	0%

Table 10. The effectivenes of visual aids with learning tasks

1.   Within the usage of reading comprehensions, visual aids might add to the understanding of the read texts, according to 80% of the teachers, since the additional visual enhancement provides visual thinking to the reading comprehension.

2.   Listening tasks play a major part in the child's language learning progress. Employing visual aids to the understanding of the heard texts or discourses, even dialogues, adds to the learners understanding, according to 100% of the teachers, but only 20% of them strongly agree with the usage of visual materials for listening tasks.

3.   During the process of learning new words, visual aids give straightforward material that is easily understandable since they provide memorization. 95% of the teachers (80% of them strongly) agreed on behalf of their usage, while 5% found their usage neutral.

4.   Teaching grammar to primary learners is always a great challenge since they are not able to understand complex ideas as well. Still, their journey can be enhanced with visually dominant aids, according to 65% of the teachers who strongly agree on behalf of their usage of teaching grammar rules.

The first table shows us the fact that the use of visual aids is important while teaching primary learners; nevertheless, the second table shows us the fact that visual aids can be applied to the classroom environment, enhancing the learners skills. It can be seen, that especially in the first two statements, that visual aids provide visual thinking, and thus the imagination of stories enhances the language learning process.

Visual aids provide many advantages to the language learning process, but we may underline a few of their weaknesses. Among the disadvantages, the following points can be listed: their expensiveness (13), their need for technical assistance (10), their need for precision and innivation (8), their need for an appropriate environment (7), and their inability to be used for all topics (6). (Diagram 3: Disadvantages of Visual Aids)

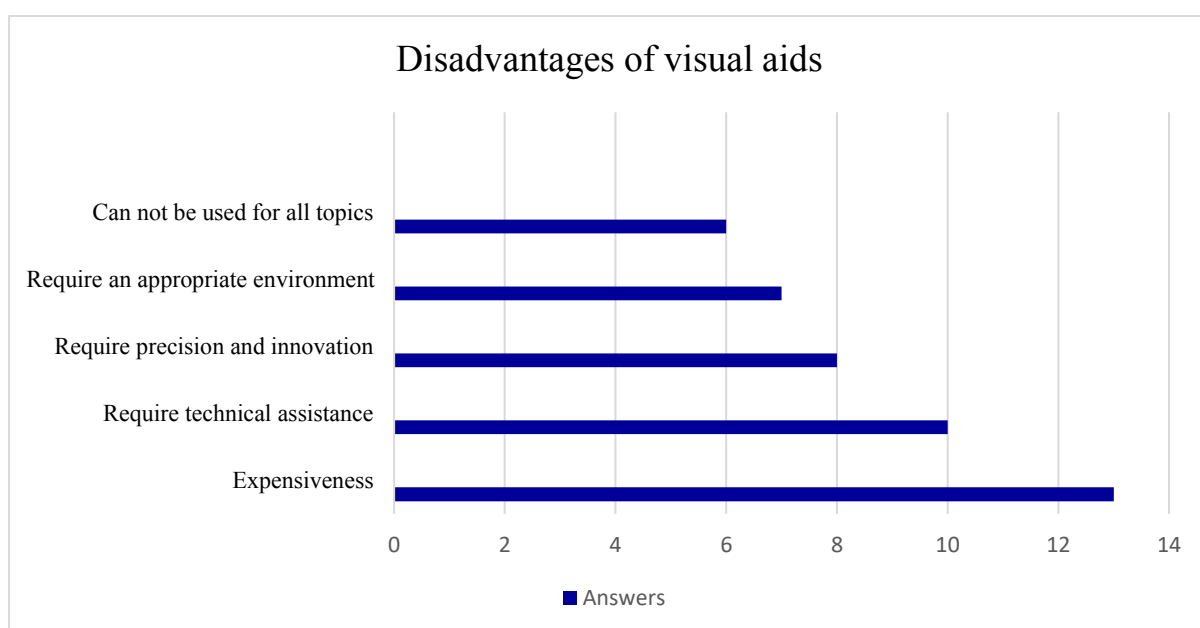**Diagram 3. Disadvantages of Visual Aids**

The main drawback of using visual aids is their expense. Not all schools in the Beregszász area are able to afford the newest technological devices; out of 20 teachers, 8 agreed on the expensiveness of modern technology. A number of schools are in need of new projectors or computers. The second disadvantage of visual aids is that they require technical assistance; some

teachers are not fully capable of using modern technology; older students sometimes might give help to their educators, though in primary classes this helpfulness is not as common.

Visual aids are very versatile; they can be easily used for a number of topics. Among the disadvantages, their flexibility is their least problematic feature. Only six of the 20 teachers stated that visual aids could not be used for all topics.

The 17th question is interested in the topics that visual helping materials might be useful for. The open-ended question asks the educators on which topics they would like to install visually enriched material in their classroom. The most common answers included grammar rules and vocabulary enrichment. In the grammar rules category, teachers included the teaching of the tenses as well as teaching young learners the alphabet and spelling. In the vocabulary enrichment category, the most common themes were the following: family, friends, clothes, household chores, appearance, travelling, fruits, vegetables, seasons, and sports. Taking into account all the answers the teachers provided, the answers state that 100% of the primary language teachers who took part in the research use visual learning materials. From 20 English language teachers, 15 offered the answer that they use visual aids in every lesson and topic.

Teachers believe the most important criteria for using visual aids are the following: colorfulness (19%), age-appropriateness (19%), simplicity (15%), interestingness (14%), straightforwardness (13%), availability (11%), and innovativeness (9%).
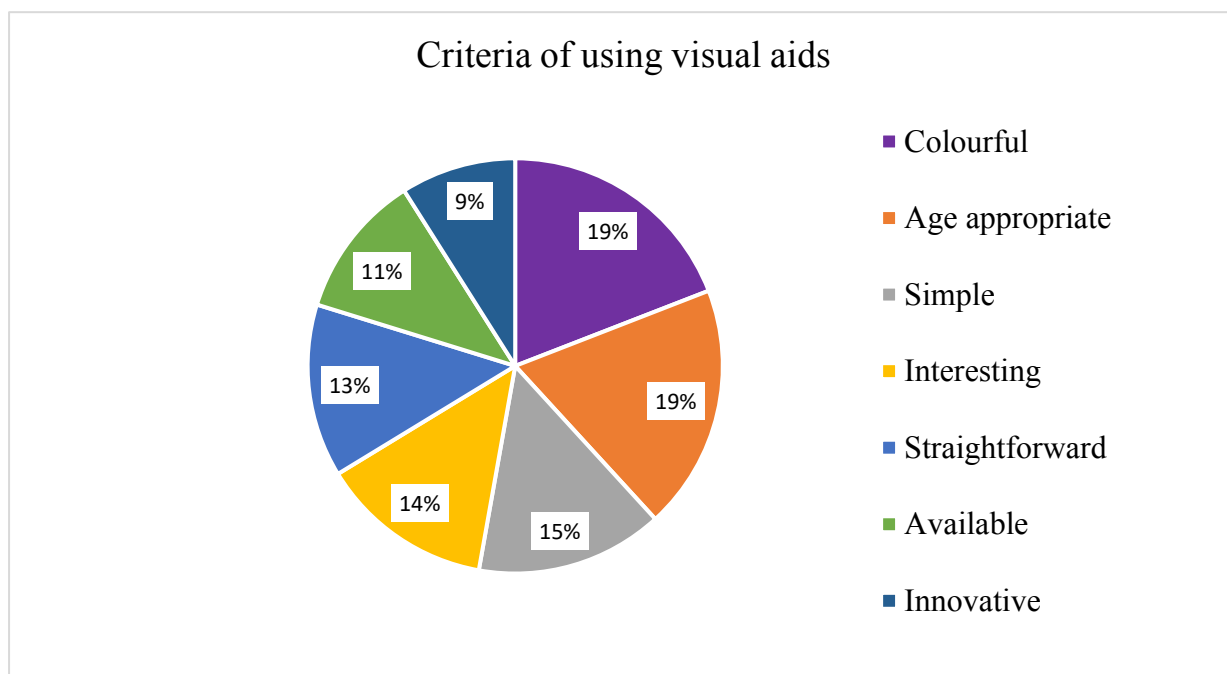

Diagram 4. Criteria of using visual aids

The two most important criteria that need to be taken into account, depending on the teacher's answers, are the visual aids to be colourful and age-appropriate. Since it attracts attention, focusing on the colorfulness of the visual aids may provide memorization and attentiveness;

nevertheless, students may find colourful illustrations to be interesting, and they might be more engaged with their tasks. Being aware of the ages of the students is the teacher's important task, even when creating or looking after illustrative materials, since if the demonstration is too complicated, it might not be beneficial for the learner to use it; as a result, teachers should provide more simple, clear materials in order for learners to benefit from them.

Teachers believe that the least important criteria of using visual aids in the primary classroom is the visual aid to be innovative: Learners do not need the newest technology to understand and learn a language; it is enough if the teacher provides them with clear, understandable, and age-appropriate materials in order to make them learn.

3.6. Results and findings

Overviewing the answers combined from the participants, we may include the following consequences: Visual aids are very popular learning aids; teachers in the Beregszász area frequently employ them. While taking into account Vörös (2011) differentiation of visual aids into two categories, the following question arises: what are the most highly used visual aids? According to the answers of the participants, the most favourable visual aids are images; this might be the reason they are adaptable to the primary classroom, convenient to access, and simple to employ in the classroom (Harmer, 2007). The second most popular visual aids are videos, while the least popular ones are non-linguistically simplified materials, which can be grouped into the category of objects.

Visual aids trigger curiosity (Sieber & Hatcher, 2012); they are tools that help learners understand (Bílek, 2009). In this case, they might be used on a mental level, adding to the learner's way of thinking. We examined the benefits of visual aids on a mental and practical level. The main advantages include the visual aids employment in the classroom since they make the learning process easier as well as improving rememberance of the learned material.

On the mental level, the use of visual aids plays a major role in the learners understanding of the material, while on the practical level, including them in the tasks the learners are engaging in the classroom, visual aids are found to be great tools in the usage of reading comprehension as well as vocabulary enrichment. During grammar practice, visual aids are found to be less important.

Balan & Chande (2019) raise the question of whether the drawbacks of visual aids might include their costs. The answers of the participants are identical: the disadvantages of visual aids are mainly their expensiveness, since some might be pricier than others, i.e., projectors. The second drawback to visual aids is that some might require technical assistance.

In order for the visual aids to be beneficial, we need to take into account several standards for employing visual aids. Ferencné (2013) differentiated five criteria based on their usage. Taking into account the five statements mentioned, we asked the participants in an open-ended question form to describe the most important criteria while illustrating them with visual aids. While analysing the answers, we may come to the two most highly answered ones, which include the criteria that need to be taken into account: the visual aids need to be colourful as well as age-appropriate.

CONCLUSIONS

The first section of the research demonstrates that visual aids are regarded as helpful illustrating tools. It is said that demonstration is one of the oldest forms of teaching. Demonstrating is the process of observing and analysing; these analyses are only available in the classroom as sources of materials. We can distinguish between two categories: the demonstration of introducing new practises and the demonstration of a practise's usefulness (Balan & Chande, 2019). Visual aids are great sources for modern learners, as well as important, since the modern human is daily affected by visuals, we like to see in order to understand easily. Visual aids can be divided into several groups, starting with the groups of teaching instruments, which include three-dimensional devices, printed devices, educational technology devices, and educational technology materials (Tompa, 1997).

Visual aids have a certain power, which helps to relieve teachers of numerous duties, making the teachers work easier, if the materials are chosen well. There are several requirements which need to be taken into account while using visual aids as illustrative materials. These may include be an extension of the natural experience, the material to be dynamic, containing a motivating effect in order to arouse curiosity and attention, and to relate to the student's age, interests, level of intellect, and personal experiences, and succeed the educational process instead of restraining it (Bárdos, 2004). According to the answers of the participants two important criteria needs to be taken into account while choosing visual aids, these include the visual aids to be colourful, as well as to the visual material to be age appropriate.

Visual aids have several functions, not just as teaching materials but as great sources of materials that force visual thinking, which is the process of understanding through images. It is the process of visualising that is unique to every learner. The power of visual thinking is the process of visualising, which can be affected by visual aids: everyday items, clothing, and appereance. This may be referred to as visual communication, which is an act of communication. These types of communication may contribute to the learners visual literacy (Donis, 1974).

Visual aids can be divided into two categories, which are projected and non-projected. Projected visual materials include presentations, slides, and projectors, while non-projected ones include books, flashcards, pictures, and objects. Out of 20 teachers, 15 use visual materials frequently, while five uses them in every lesson.

The second chapter of the research introduces the term "primary learners", who in Ukraine enter school around the age of six. According to the Ministry of Education in Ukraine (2022), these primary learners go through two circles in their four primary years of education. These circles contain adaptive plays, and acquiring the basic skills a primary learner should be able to acquire. Teaching primary learners is very challenging since they are not mature, do not have the mental

abilities to understand complex information, and have short attention spans, which means, in order for the learners to fulfill their role in the classroom environment, the classroom needs to be infused with interesting materials (Harmer, 2007). It is challenging, still, teaching primary language learners has a lot of advantages since they are active and respond with meaning. Primary school-aged learners are able to think by pictures, thus visually (Piaget, 1964). The most common and frequently used visual aids in the primary learner classrooms according to the participants are images and videos.

Being great users of the language means being able to listen, speak, read and write. Visual aids are great materials for primary learners to enhance their four-language skills. Teaching with language learning tasks is crucial in order to make the learner engaged with the language. Teaching primary learners can be very satisfying since they enjoy having small talks, and like to be in the center of attention. In order to strenghten their language use, teachers need to employ consider their personality factors. Listening and reading skills are employed with small talks as well as with a number of visual demonstratives, such as gestures and eye contact, as well as visual teaching materials such as objects or images. The situation with writing skills is not different from the earlier mentioned ones. Visual aids in teaching primary school learners are principally advantageous in teaching reading and listening comprehension, as well as studying new words for vocabulary enrichment. These skills are best acquired while looking at the learner's sensory preferences.

While studying in the classroom and working on their language learning objectives, children need to have their five senses stimulated (Brown, 2007). The learners sensory preferences play a greater role in how they understand information. Although Gardner (1983) differentiates eight intelligences, they are able to be generalised to three main ones in traditional education, which include visual, auditory, and kinesthetic preferences.While visual learners are best at learning by thinking in images, auditory learners like to learn by the spoken word, and kinesthetic and tacticle learners learn best by including a body movement activity or by touching. According to the responders two types of learners can be differentiated in the primary classroom: visual and kinesthetic.

When a demonstration is offered, something for the students to comprehend and implement is demonstrated. It basically serves as a visual depiction of an essential fact, notion, or procedure. Visual aids applied to the students preferences have great advantages. We may differentiate the learners preferences on personality and comprehension levels. Visual teaching materials on personality levels include: making a withdrawn student become more active, make them settle as well as become more active in the class, influence the student's classroom activity. The advantages of visual aids include making the language learning process easier, being great sources of

memorization, and making the lesson more interesting. The use of visual aids with learning tasks conveys several benefits, from reading comprehension to listening tasks, learning new words, and understanding grammar rules. Balan & Chande (2019) stated that the drawbacks of visual aids are their costs. Their disadvantages include that some of the visual aids are expensive; some schools in the Beregszász area do not include projectors in all classrooms, which makes the language learning process harder. Some of them require technical expertise as well as innovation. Their least problematic aspect is their application in all topics, since only 6 of the 20 teachers stated that visual aids are unable to be used for every learning topic.

Overall, visual aids foster a learning environment in which the usage of images, videos, and objects provides for language acquisition. Based on the research, we may state that the majority of teachers prefer the use of visual aids. They are often used; they are indispensable tools for language learning in modern teaching in the primary school.

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РЕЗЮМЕ

Перший розділ дослідження демонструє, що наочні посібники вважаються корисними інструментами для ілюстрації. Кажуть, що демонстрація є однією з найдавніших форм навчання. Демонстрація – це процес спостереження та аналізу; ці аналізи доступні лише в класі як джерела матеріалів. Ми можемо розрізняти дві категорії: демонстрація запровадження нових практик і демонстрація корисності практики (Balan & Chande, 2019). Наочні посібники є чудовими джерелами для сучасних учнів, а також важливими, оскільки сучасна людина щодня відчуває вплив візуальних зображень, які ми хочемо бачити, щоб легко зрозуміти. Наочні посібники можна розділити на кілька груп, починаючи з груп засобів навчання, які включають тривимірні пристрої, друковані пристрої, пристрої для освітніх технологій і навчальні технологічні матеріали (Tompa, 1997).

Наочні посібники мають певну силу, яка допомагає звільнити вчителя від численних обов'язків, полегшити роботу вчителя, якщо вдало підібрані матеріали. Використовуючи наочні посібники як ілюстративні матеріали, необхідно враховувати декілька вимог. Вони можуть включати розширення природного досвіду, динамічний матеріал, містити мотиваційний ефект, щоб пробудити цікавість і увагу, а також відповідати віку, інтересам, рівню інтелекту та особистому досвіду учня та досягати успіху в навчальному процесі замість того, щоб його стримувати (Bárdos, 2004). Згідно з відповідями учасників, при виборі наочних посібників необхідно враховувати дві важливі критерії, це те, щоб наочні посібники були кольоровими, а також щоб наочний матеріал відповідав віку.

Візуальні посібники виконують кілька функцій, не лише як навчальні матеріали, але як чудові джерела матеріалів, які розвивають візуальне мислення, яке є процесом розуміння за допомогою зображень. Це процес візуалізації, унікальний для кожного учня. Сила візуального мислення — це процес візуалізації, на який можна впливати за допомогою візуальних засобів: повсякденних предметів, одягу та зовнішнього вигляду. Це можна назвати візуальним спілкуванням, яке є актом спілкування. Ці типи спілкування можуть сприяти розвитку візуальної грамотності учнів (Donis, 1974).

Наочні посібники можна розділити на дві категорії: проектовані та непроектовані. До проектованих візуальних матеріалів належать презентації, слайди та проектори, а до непроектованих — книги, картки, малюнки та предмети. З 20 вчителів 15 використовують наочні матеріали часто, а п'ятеро – на кожному уроці.

У другому розділі дослідження вводиться термін «учні початкових класів», які в Україні вступають до школи приблизно у шестирічному віці. За даними Міністерства освіти України (2022), ці початкові учні проходять два кола протягом чотирьох початкових років навчання. Ці кола містять адаптивні ігри та набування базових навичок, які повинен мати

учень початкової школи. Навчання учнів початкових класів дуже складне, оскільки вони не зрілі, не мають розумових здібностей, щоб розуміти складну інформацію, і мають коротку концентрацію уваги, що означає, що для того, щоб учні могли виконувати свою роль у класі, клас повинен бути насиченим цікавими матеріалами (Harmer, 2007). Це складно, але навчання тих, хто вивчає початкову мову, має багато переваг, оскільки вони активні та реагують зі змістом. Учні молодшого шкільного віку здатні мислити картинками, тобто візуально (Piaget, 1964). За словами учасників, найбільш поширеними та часто використовуваними наочними посібниками в початкових класах є зображення та відео.

Бути чудовим володарем мови означає вміти слухати, говорити, читати та писати. Наочні посібники є чудовими матеріалами для учнів початкових класів, щоб покращити їхні навички володіння чотирма аспектами вивчення мовами. Навчальні завдання для вивчення мови має вирішальне значення для того, щоб залучити учня до мови. Навчання початкових класів повинно приносити задоволення, оскільки вони люблять вести легкі розмови та люблять бути в центрі уваги. Щоб покращити використання мови, вчителі повинні враховувати свої особисті фактори. Навички аудіювання та читання використовуються за допомогою невеликих розмов, а також за допомогою ряду візуальних демонстрацій, таких як жести та зоровий контакт, а також візуальних навчальних матеріалів, таких як предмети чи зображення. Ситуація з навичками письма не відрізняється від згаданих раніше. Наочність у навчанні учнів початкової школи є головною перевагою для навчання читання та розуміння на слух, а також вивчення нових слів для збагачення словникового запасу. Ці навички найкраще набути, дивлячись на сенсорні уподобання учня.

Навчаючись у класі та працюючи над своїми цілями вивчення мови, дітям необхідно стимулювати їхні п'ять органів чуття (Brown, 2007). Сенсорні переваги учнів відіграють більшу роль у тому, як вони розуміють інформацію. Хоча Гарднер (1983) розрізняє вісім інтелектів, у традиційній освіті їх можна узагальнити до трьох основних, які включають візуальні, аудіальні та кінестетичні переваги. У той час як візуальні учні найкраще вчаться, думаючи образами, аудіальні учні люблять вчитися за допомогою вимовленого слова, а ті, хто навчається кінестетиці та тактиці, найкраще вчаться, включаючи рухи тіла або дотиками. За словами вчителів, у початкових класах можна виділити два типи учнів: візуальні та кінестетичні.

Коли пропонується демонстрація, демонструється те, що студенти повинні зрозуміти та реалізувати. В основному він служить візуальним зображенням важливого факту, поняття або процедури. Великі переваги мають наочні посібники з урахуванням уподобань учнів. Ми можемо розрізняти уподобання учнів за рівнями особистості та розуміння. Візуальні навчальні матеріали на особистісних рівнях включають: змусити

замкнутого учня стати більш активним, в процесі змусити його заспокоїтися, вплинути на діяльність учня в класі. До переваг наочних посібників можна віднести те, що вони спрощують процес вивчення мови, є чудовим джерелом запам'ятовування та роблять урок цікавішим. Використання візуальних посібників із навчальними завданнями дає кілька переваг: від розуміння прочитаного до завдань на аудіювання, вивчення нових слів і розуміння граматичних правил. Balan & Chande (2019) заявили, що недоліки наочних посібників — це їх вартість. До їхніх недоліків можна віднести те, що деякі наочні посібники дорогі; деякі школи в регіоні Берегова не включають проектори в усіх класах, що ускладнює процес вивчення мови. Деякі з них потребують технічних знань, а також інновацій. Найменш проблемним аспектом є їх застосування в усіх темах, оскільки лише 6 із 20 вчителів заявили, що наочні посібники не можуть бути використані для кожної навчальної теми.

Загалом, візуальні посібники сприяють створенню навчального середовища, у якому використання зображень, відео та об'єктів забезпечує засвоєння мови. На підставі проведеного дослідження можна констатувати, що більшість учителів надають перевагу використанню ілюстративним засобим. Вони часто використовуються; вони є незамінними засобами вивчення мови в сучасному навчанні в початковій школі.

APPENDICES

Appendix 1.

The role of visual aids in teaching foreign language in the primary school

1. What grade of children do you teach? How long have you been teaching?

....

2. Do you find visual aids helpful for language learning? What are the advantages of using visual aids?

....

....

....

3. Do you prefer to use materials containing visual aids?

   ☐ Yes, I use visual aids in all my lessons

   ☐ Yes, I use visual aids in all my lessons

   ☐ I rarely use visual aids

   ☐ I never use visual aids

4. What kind of visual aids do you use?

   ☐ images;

   ☐ videos;

   ☐ everyday objects;

   ☐ utility items containing language information (e.g. train tickets, season tickets);

   ☐ non-linguistically simplified information material (maps, brochures, advertising material) from the target language country;

   ☐ presentations;

   ☐ posters

5. Which age group do you prefer to use visual aids with?

....

6. Generally speaking, your students are:

   ☐ visual learners (in order to understand the information, they need to see them, to easily remember the material)

☐ auditory learners (need to hear the information in order to understand and easily remember the material)

☐ kinaesthetic learners (it is easier to concentrate and learn if the information is combined with a movement course)

7. The advantages of visual aids are:

☐ They can be used for multiple strategies

☐ They aid for visual thinking

☐ They make the lesson more interesting

☐ They aid for memorisation

☐ They make learning easier

8. Do you agree with the statement: "Visual aids help students to settle in when introducing a new material"?

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

9. Do you agree with the statement: "A more withdrawn student become more active in class if the teacher uses visual aids"?

☐ Strongly aggree

☐ Agree

☐ Neutral

☐ Disagree

10. Do you agree with the statement: "Colourful visual aids influence students' understanding of the material"?

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

11. Do you agree with the statement: "Learners find reading comprehensions to be interesting if the material contains additional images, videos"?

☐   Strongly agree

☐   Agree

☐   Neutral

☐   Disagree

12. Do you agree with the statement: "Visual aids influence the student's classroom activity"?

      ☐ Strongly agree

      ☐ Agree

      ☐ Neutral

      ☐ Disagree

13. Do you agree with the statement: "The use of visual aids help with the understanding of reading comprehension"?

      ☐ Strongly agree

      ☐ Agree

      ☐ Neutral

      ☐ Disagree

14. Do you agree with the statement "The use of visual aids help with the undertanding of listening tasks"?

      ☐   Strongly agree

      ☐   Agree

      ☐   Neutral

      ☐   Disagree

15. Do you agree with the statement "The use of visual aids help with the learning of new words"?

      ☐   Strongly agree

      ☐   Agree

      ☐   Neutral

      ☐   Disagree

16. Do you agree with the statement: "The use of visual aids help with the understanding of grammar rules"

      ☐   Strongly agree

□ Agree

□ Neutral

□ Disagree

17. Can an illustrative tool be motivating for students?

□ Strongly aggree

□ Agree

□ Neutral

□ Disagree

18. What are the disadvantages of using visual aids?:

□ Visual aids require an appropriate environment;

□ Some visual aids are expensive

□ Some visual aids require technical assistance

□ Not all topics can be taught with the usage of visual aids

□ Visual aids require precision and innovation

19. Do you think that the school where you work has the potential for modern teaching visual aids? If not, what do you consider to be missing?

....
....

20. Are there specific topics for which you definitely use visual aids to illustrate your teaching material? If so, what are they?

....
....
....
....

21. Is it important for the visual aids to be colourful?

□ Yes, very important

□ Yes, slightly important

□ Neutral

□ No, not important

22. In your opinion, what are the criteria for a good illustration?

....

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Замінені символи	1