

## **USE OF VISUAL AIDS FOR TEACHING ORAL AND VERBAL COMMUNICATION IN A FOREIGN LANGUAGE**

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**Abstract:** The use of visual aids has become an essential element in teaching oral and verbal communication in foreign language classrooms. Visual materials such as pictures, charts, videos, and slides help students comprehend abstract linguistic concepts and improve their ability to express ideas clearly. This study aims to explore how visual aids enhance students' motivation and fluency in speaking a foreign language. The research was conducted through classroom observations and interviews with language teachers. The findings reveal that visual aids significantly contribute to better retention of vocabulary, pronunciation accuracy, and confidence in oral performance. It is concluded that visual tools play a vital role in facilitating interactive and meaningful communication among learners.

**Keywords:** visual aids, oral communication, foreign language teaching, speaking skills, motivation

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### **Introduction**

In the field of foreign language teaching, communication skills—especially oral and verbal communication—are considered the core of language learning. However, many learners experience difficulties in expressing themselves fluently and confidently. To address these challenges, educators increasingly rely on visual aids, which make the learning process more engaging and effective. Visual materials appeal to multiple senses, support comprehension, and stimulate learners' imagination. According to modern pedagogical theories such as the communicative and multisensory approaches, visual input plays a key role in developing listening and speaking competencies. Therefore, this study investigates how the integration of visual aids improves oral and verbal communication in foreign language classrooms.

### **Methods**

The research was carried out in three language classes at an academic lyceum. A total of 45 students and 5 language teachers participated. The methods included classroom observation, semi-structured interviews, and short oral tests. Teachers were asked to use different visual tools such as flashcards, PowerPoint slides, and short video clips during speaking activities. Data were collected over four weeks and analyzed qualitatively. The main indicators were students' participation level, fluency, pronunciation, and motivation during oral tasks.

### **Results**

The observations and interviews showed that students became more active and confident when visual materials were used. More than 80% of the students reported that pictures and videos helped them understand new vocabulary faster and recall it during discussions. Teachers also noted a noticeable improvement in pronunciation and sentence construction. Visual aids encouraged students to interact, ask questions, and use newly learned expressions. In addition, learners displayed higher enthusiasm in performing role-plays and dialogues. Overall, the use of visual aids had a positive effect on both linguistic performance and classroom atmosphere.

### **Discussion**

The results confirm that visual aids are not just supplementary materials but fundamental components of communicative language teaching. They provide contextual support, make abstract ideas tangible, and reduce anxiety during speaking activities. The findings align with earlier studies emphasizing the importance of visual input in enhancing memory and comprehension. Furthermore, visual aids help create a student-centered environment where learners actively participate rather than passively listen. However, teachers should use visuals purposefully and ensure that materials are culturally appropriate and linguistically relevant. Excessive use without clear objectives may distract learners instead of facilitating learning.

### **Conclusion**

In conclusion, visual aids play a crucial role in teaching oral and verbal communication in a foreign language. They motivate students, simplify complex concepts, and promote interaction. The study demonstrates that integrating visual materials into speaking lessons enhances fluency, confidence, and overall communicative competence. It is recommended that teachers incorporate a variety of visual tools in their lesson planning to create a more dynamic and effective learning environment. Future research could explore the impact of digital and interactive visuals on long-term language retention and speaking proficiency.

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