

TEACHING CULTURE THROUGH ILLUSTRATED READING MATERIALS AT SECONDARY SCHOOLS

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Abstract

The research work aims to discuss illustrated materials of reading alongside with culture at secondary schools, helping children to improve accuracy and fluency. An image or graphic that displays information is referred to as a visual aid. Almost all print and electronic media contain visual aids; they might be found in the main text, in boxes or sidebars, or in appendices. They often convey information that is supported by the surrounding text, by this students can learn culture of foreign countries easily, because they see and read simultaneously. The study's findings support the use of visual materials in the teaching of culture. If learners practice materials with illustrations and schemes they will be able to foresee the main idea of the context by predicting and comparing.

Keywords: Culture, illustrated materials (photos), culture and language , costumes, accuracy in reading, boosting fluency.

Introduction

Illustrations in books may be employed in a number of ways in both fiction and nonfiction works. Graphical diagrams are frequently used in textbooks to represent scientific operations as well as historical characters. Story books, for example, are often geared towards youngsters. Fictional texts, such as tale books and comic books, rely on images to tell a story since they contain more pictures than prose as a whole.

Illustrations have been included in texts since the 1400s and continue to be an important component of narrative across all genres and types of writing. This wiki will go into the uses of illustration as well as explain how images assist to convey a story.

Illustrations in picture books assist youngsters in understanding what they are reading, helping new readers to examine the plot. If they struggle with the words, the images might assist them figure out the story, increasing their comprehension.

Literature Review

Language and culture are intertwined and complement each other; language is the vehicle through which “a culture transmits its beliefs, values, and norms” (Sun 2013, p. 317). Kramsch (1998) has

similarly reminded that in the context of communication, both elements are inter-correlated and bound together as the speakers create experiences through language. They really mirror one another because learning a language is best done in its cultural context and assimilating a culture requires fluency in the language of that society. (Nambiar and Anawar 2017, Nguyen 2017, Kramsch & Zhua Hua 2016). So, while language learning naturally learners input cultural knowledge. As the language teaching aim includes in itself 3 aims, like, practical, educational and cultural. Liddicoat et al. (2003) have added that understanding how the culture interacts with the language is a necessary component of learning to speak in a language. It is simple and easy to include culture into classrooms where language instruction is being done. One of the ways to integrate culture into learning materials is by incorporating photos, tables and graphs, which are the domineering aid for language learning in the context of EFL and ESL (Ahmadi and Shah 2014). Learners comprehension of the context can be improved have they seen illustrations. It is believed that students participate more actively in class when they feel at ease and are familiar with the learning resources being used. Moreover, their background knowledge on the topic is activated with familiar content (Elmachtam et al. 2014), which is reflected in their keenness to ask questions and provide answers when exposed to familiar content (Regmi 2011) and active participation in the classroom (O'Brien 2007). Asking questions shows that students are eager to know and learn the topic.

The youngster is a curious student who has lots of fantasies. Therefore, they must be guided and educated to have knowledge about their society and its heritage (Al-Bassam et al., 2017). The child has many physiological demands, including the desire for learning, information, and understanding as well as the need to feel a feeling of national belonging. Learning is a fundamental aspect of human existence, and society will only evolve as a result of the lessons learned from earlier generations, which should be expanded and enhanced. (Shalash, 1996) Children must therefore be taught lessons that enhance their feeling of cultural identity and appreciation for both traditional and exotic clothing. They need to be introduced in creative and wonderful ways to their real background. Young learner not only need subject knowledge but they should obtain world knowledge to develop literacy.

As an example, pictures of costumes play essential role in teaching culture of foreign countries, through them children can visualize and at the same time be able to read about them in their textbooks. What we wear is more than just material sewn together to protect us, our clothes are a signifier of our identity and culture. Visual materials give another overall picture and understanding about the topic, in which learners will be able to visualize every cultural item in their mind.

2. Practice cultural materials.

Illustrations in course books assist youngsters in understanding what they are reading, helping new readers to examine the plot. If they struggle with the words, the images might assist them figure out the story and texts, increasing their comprehension.

There is an example of a text about Uzbek clothes followed by tasks based on fluency and accuracy.

National Uzbek Clothes

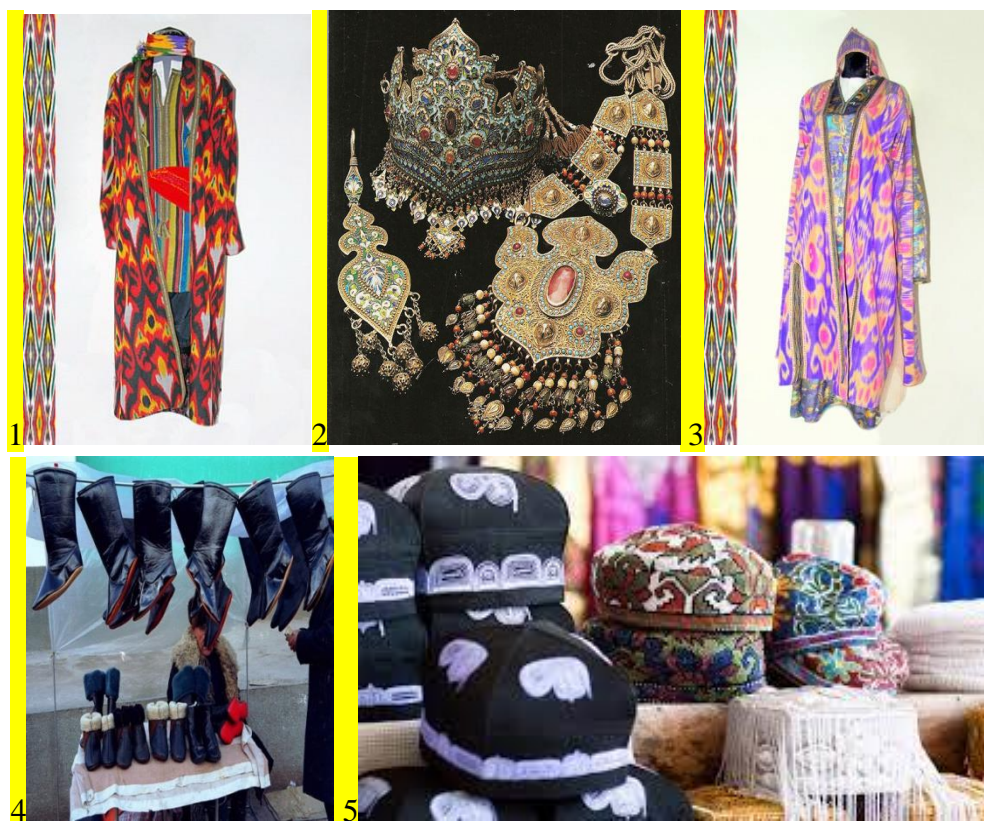
Uzbek national clothes are very bright and beautiful. It is uncommon to meet people in traditional clothes in urban places. Now it is worn on traditional festivals and holidays.

National men's clothes is the quilted robe – chapan, tied with shawl. Traditional men's cap is tubeteyka of various types: duppi, kalpon, kallapush and traditional footwear is boots, made of thin leather. The footwear consisted of mahsi (ichigi – nice heelless step-in boots with a soft sole), and high boots made of rough leather or rubber. It was very handy and warm footwear which is quite popular even today.

Traditional Uzbek woman's suit consists of plain tunic-dress of khan-atlas and wide trousers. Over these clothes women wore robes like man's chapans. Dressy look garments made of atlas fabric and richly laced with golden thread. The indispensable part of national clothes of Uzbek women are gold and silver jewelry.

Duppi is an Uzbek tubeteyka made of velvet or wool and is usually beautifully embroidered with silk or silver threads. Duppi is decorated with stylized floral motifs, which are worn almost universally to provide a religious as well as an ethnic marker.

Traditional men's duppi is black and embroidered with an inwrought while pattern in a form of four "paprikas" and 16 miniature arches. According to the person's skullcap, you can identify from which region the person is from.



1-Chapan with shawl; 2-Jewelry; 3- khan-atlas dress; 4-kalish; 5-duppi;

Exercise 1

Phonetic transcription

Write the transcribed words on the left with ordinary letters.

E.g	National	['næʃ(ə)n(ə)l]
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1		[kləʊ(ð)z]
2		[ʃ ə 'pæn]
3		[dʊpi]
4		['ætʌs]
5		[ɪndɪ 'spensəb(ə)l]
6		[mə 'hsi]

Exercise 2

Fill in the gaps with appropriate words.

Chapan - Velvet - skullcap - Clothing - Wool

- 1 Uzbek national _____ is incredibly colorful and attractive.
- 2 The quilted robe - _____ - tied with a shawl is the national men's clothing.
- 3 Duppi is a kind of Uzbek tubeteyka composed of _____ or _____ that is often embroidered with silk or silver threads.
- 4 You may tell which region a person is from by looking at his or her _____.

Exercise 3

Read the sentences given below and decide if they are True (T) or False (F)

- 1 National clothes of Uzbeks are vivid and incredible.
- 2 People usually wear traditional clothes in metropolises.
- 3 Tubeteyka is a traditional footwear.
- 4 Uzbek women cannot imagine their life without jewelry.

Exercise 4

Answer the following questions.

- 1 How many types of tubeteykas are mentioned in the text?
- 2 How does men's duppi look like?
- 3 Tell about the differences between clothes of male and female in Uzbekistan are there special features in them?

Discussion and Results

The use of illustrated materials in teaching culture has a number of advantages , such as; drawing students' attention to the text faster than without them , pictures still speak the most universally language. Statistics says that, among three learning styles, the most effective is visual one, its

overall information input accounts for 65% while the verbal and experimental 30% and 5 % respectively . While teaching culture, it is essential to see the item which refers to another culture because nations are various and their background as well, if student do not see pictures of specific aspects of culture ,the conception of a text itself will be wrong and they may confuse things . Only illustrations highlight the key concept of textbooks based on culture without them they seem unfulfilled.

The exercises given above are all to boost accuracy and fluency of learners with the help of illustrated materials. Student, who is going to read about cultural aspect of one nation, not only analyzes the text but also can comprehend it because of its pictures. The exercises are handy, with the aid of them teacher is able to check the understanding of a student, for example gap-filling exercises can assist pupils in identifying the suitable words to use in the blanks. Gap filling tasks assess students' understanding of sentence meaning. Another type exercise is true and false one, it enhances student confidence by acknowledging past knowledge before presenting more difficult assertions. They provide students the opportunity to think about an issue before teachers' input and other tasks are beneficial enough to learners, who are planning to improve level of understanding.

Conclusion

To sum up, illustrated materials, like pictures, help students retain information for a longer period of time. Providing an example to think about concepts. Increasing the student's vocabulary. Helping students gain a proper view of topics and concepts. Except learning culture students will be able to enhance their accuracy and fluency by doing various activities.

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