



TEACHING CULTURE THROUGH ILLUSTRATED READING MATERIALS AT SECONDARY SCHOOLS

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ABSTRACT

The study project intends to explore reading materials with illustrations and culture in secondary schools, assisting kids in developing accuracy and fluency. A visual aid is a picture or graphic that conveys information. Visual aids can be found in the main text, in boxes or sidebars, or in appendices in almost all print and electronic media. These pupils may readily learn about different cultures since they can observe and read at the same time. They frequently communicate information that is supported by the surrounding literature. The study's conclusions are in favor of using visual resources to educate culture. When students practice materials using diagrams and pictures, they will be better able to anticipate and understand the context's core point.

Introduction

Both fiction and nonfiction publications can make use of illustrations in a variety of ways. In textbooks, graphical representations are widely used to illustrate both historical figures and scientific concepts. For instance, storybooks are frequently written with young readers in mind. Since they contain more pictures than words overall, fictional publications like storybooks and comic books rely on imagery to tell a story. Since the early 1500s, illustrations have been a common feature of texts, and they still play a significant role in telling stories in all literary styles and genres. This wiki will discuss the applications of illustration and explain how pictures help tell a story. Picture books with illustrations help children comprehend what they are reading and help beginning readers analyze the storyline. If kids have trouble understanding the words, the graphics may help them comprehend the tale and increase understanding.

Literature Review

Language serves as the medium via which "a culture transmits its beliefs, values, and norms" (Sun 2013, p. 317). Language and culture are connected and mutually beneficial. Similar to this, Kramsch (1998) reminded us that both components of communication are interconnected and bonded together as speakers use language to express experiences. Since



learning a language is best done in its cultural context, they really mirror one another since adopting a culture necessitates becoming fluent in the language of that civilization. (Kramsch & Zhua Hua 2016, Nambiar and Anawar 2017, Nguyen 2017). As a result, learners organically incorporate cultural information when learning a language. Due to the fact that teaching a language has three goals: practical, instructional, and cultural. Learning to speak a language requires knowing how the culture interacts with the language, according to Liddicoat et al. (2003). Culture may be included simply and easily in language instruction programs. Including images, tables, and graphs—which are the preeminent language learning aids in the context of EFL and ESL—in learning materials is one strategy to include culture (Ahmadi and Shah 2014). Having visuals can help learners better understand the situation. It is thought that when students are at ease and are comfortable with the learning tools being used, they engage more actively in class. Additionally, their prior knowledge of the subject is stimulated by familiar content (Elmachtam et al. 2014), which is seen in their eagerness to ask questions and offer answers when exposed to familiar information (Regmi 2011) and active engagement in class (O'Brien 2007). Students who ask questions demonstrate a desire to study and understand the subject. The child is an inquisitive learner with many fantasies. As a result, they need to be directed and educated so that they are aware of their culture and history (Al-Bassam et al., 2017). The kid has several physiological needs, including the need to experience a sense of national identity as well as the need for knowledge, understanding, and learning. Humans are fundamentally learners, and society will only advance as a consequence of the extended and improved teachings that previous generations have taught us. Shalash (2000) Therefore, it is important to provide knowledge to kids that will strengthen their sense of cultural identity and respect for both conventional and unusual attire. They need to be introduced to their true history in imaginative and delightful ways. Young learners need acquire both subject-specific information and general knowledge in order to develop literacy. For instance, images of costumes are crucial for introducing children to the cultures of other nations since they allow them to both see the culture and learn about it in their textbooks. Our clothing represents our identity and culture and is more than simply a collection of materials that are stitched together to keep us safe. Visual elements provide a different overall image and knowledge of the subject, allowing students to mentally imagine each cultural artifact.

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 are 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)| 1 |kləʊ(ð)z| 2 |ʧ ə'pæn| 3 |dɒpi|

4 |'ætləs|

5 |ɪndɪ'spensəb(ə)|

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 education offers a variety of benefits, including; focusing students' attention to the text more quickly than without them; and the fact that pictures continue to be the most globally understood form of communication. According to statistics, the visual learning style is the most efficient of the three; it receives 65% of the total information intake, compared to 30% for verbal learning and 5% for experimental learning. Since nations and their backgrounds vary, it is crucial to show students items that allude to different cultures while teaching culture because if they do not, their understanding of the text will be incorrect and they may misinterpret numerous concepts. The main idea of culture-based textbooks is only highlighted by images; without them, the texts look incomplete. With the use of visual materials, the aforementioned activities are all meant to increase the accuracy and fluency of learners. Students who are reading about a certain nation's culture can understand the material and evaluate it because of the visuals in it. The exercises are helpful because a teacher may use them to assess a student's comprehension. For instance, gap-filling activities can help students choose the appropriate words to fill in the blanks. Filling in the gaps exercises test students' comprehension of sentence meaning. True and false exercises are another type that boost student confidence by acknowledging prior knowledge before presentations. They provide pupils the chance to consider a problem before professors' opinions and other assignments are sufficiently helpful to students who are aiming to increase their level of comprehension.

Conclusion

In conclusion, visual aids like photos that are illustrated aid kids in remembering knowledge for longer. supplying a case study to help with conceptual thinking. expanding the student's word bank. assisting kids in properly understanding subjects and concepts. Students will be able to improve their accuracy and fluency via a variety of exercises in addition to learning about culture.

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