



Audiovisual Media And Teaching Methods

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Abstract:

The research addresses two interrelated topics : teaching methods and means. I would like to discuss teaching methods, as they are an integral part of education. As for the means of study, they were included in order to clarify everything related to audiovisual media, which is one of the key elements of the thesis title. Through this research, an attempt will be made to provide a procedural definition of the title through the procedural definitions of the titles presented in it.

Keywords : Educational, curriculum, media, audiovisual

Teaching methods and the promotion of audiovisual media in Education:

Some experts have said that: "Teaching methods are one of the important topics that have attracted the attention of educators throughout the ages and have received a fair share of educational studies and research. Perhaps the interest in teaching methods stems from the interest in developing learners at all levels and preparing and qualifying them for the role expected of them in the future." Hence, it is necessary to clarify some of the most important concepts related to it: We begin with the fact that it is a comprehensive plan that presents language teaching materials and arranges them in a way that achieves the desired educational goals. while others consider it a means of teaching one or more subjects to achieve learning, and according to Salah Majawir, it is "a method of teaching used by teachers with their students [learners] to achieve the greatest benefit"; Others see it as a way for teachers to easily convey knowledge from its source to learners so that they can relate to it, their peers, and individuals in their local environment.

In the dictionary of psychological and educational terms, in addition to its Arabic name, the English equivalent (Methods of teaching) is included and defined as "a process of sequential steps towards achieving learning, known as a set of methods for organizing the learner's external environment to achieve specific educational goals"; The teaching method (Méthode d'enseignement) is described as "a means that the teacher plans in advance and then applies to the class, and his success in performing his mission depends on his good choice of it. This good choice translates into the ease of conveying information to the minds of his students [learners] as quickly and with as little effort as possible." Whatever term is given to



it—approach, method, plan, or style—the method is the vehicle for conveying knowledge, activity, skill, and information in order to achieve the goals that have been set.

When teaching linguistic concepts or addressing them through linguistic activities, teachers must choose from a variety of innovative methods with the aim of engaging learners in all these activities to enable them to think independently and rely on themselves. In order to give learners the opportunity to experience, touch, taste, smell, hear, and speak, to speak to things themselves with understanding of and about them. Plants, crops, water, flowers, butterflies, birds, gardens, wind, rivers, streams, and other phenomena all speak to young people in their own language, and it is through them that students should learn [the learner] should get to know them, himself, and his community through countless reflections and images and diverse visions, thereby feeling integrated and unified with all images and situations of nature. The teacher should choose between the abstract or the tangible, depending on the age group. He must also encourage learners to think and engage them in dialogue with the elements and objects and with him, provoking them with questions that reveal their ideas, suggesting other ideas to them without imposing them, and pushing them to weigh them up in order to prove his presence in the educational process, not just as a spectator.

2. Some of the most well-known teaching methods:

Language teaching curricula have gone through many stages, beginning with traditional methods, such as grammar and translation, the direct method, and others, from which methods and curricula based on technological and electronic innovations were later developed. This led to the establishment of the audiovisual language teaching method. Some of the most important of these methods are:

A. Grammar and translation method:

At the end of the 19th century, the focus was on teaching reading and writing according to the diachronic method of research and teaching, given the importance of this method for teaching ancient languages. Teachers at that time found that translation was the only way to introduce a foreign language such as Latin to their students and teach them grammar rules so that they could memorize them. When analyzing its objectives, it was said that “This method aimed to teach students [learners] the rules of the target language or foreign language, in the hope that this would help them to better understand the rules of their mother tongue and improve their pronunciation and writing skills.”

B. The direct method:

This method came as a reaction to the previous one, and is based on the principle that complete and sound education can only be achieved through direct contact with the target language in tangible situations, as learning it through this method alone is insufficient. Rather, it must be incorporated into a well-planned program that clearly outlines the objectives and methods in graded courses tailored to different levels of proficiency. It relied on the use of audiovisual aids, despite their simplicity at the time, as an alternative to translation, which



they considered to be detrimental to the growth of target language learning and to create difficulties. As for grammar, this method aimed at direct contact with the language and practice in its use through pronunciation and practice, and stimulating the communication process instead of rote memorization. Regarding its name, it was said: "The direct method derives its name from the fact that meaning is directly linked to the new language without going through the process of translation into the learner's mother tongue."

C. The auditory-phonetic method:

The aim of this method is to quickly build up a solid linguistic foundation in foreign languages based on the auditory-phonetic method. The principles and foundations of this method can be summarized as follows:

- Language comes first and foremost, meaning speaking or getting used to pronunciation.
- Listening before speaking, speaking before reading, and reading before writing.
- Language is the speech of native speakers.
- Differences between languages necessitate avoiding translation.
- Language is acquired through practice, experience, and exercise.

This is ultimately called the auditory-oral method, and "its goal is completely different from that of the grammar and translation method," as he notes in a passage not far from the idea that "similar in some of its principles to the principles of the direct method, with some differences," indicating that there are differences between the two methods despite their similarities.

D. Audiovisual teaching method:

The growth of these curricula and methods has kept pace with the development of technological means, and most researchers in the field of education agree on the many benefits of audiovisual means in the growth of learning, the achievement of educational goals, and the resolution of a number of educational difficulties, especially in the early stages of primary and preparatory education, where the focus is on the skill of auditory discrimination of letter sounds, with the aim of training learners to distinguish between different letter sounds, accustoming them to pronouncing them correctly, and paying attention to structural exercises, while attempting to subject linguistic structures to contextual conditions based on image and sound.

One of the easiest methods and tools used by beginners in language learning is "the use of visual aids, such as pictures on cards of a suitable size, and examples of words from their everyday lives to make it easier for learners to acquire them. Stimulating children's senses helps build a foundation or set of sensory concepts that will later help them understand abstract concepts and measure them. In any case, teaching methods vary in nature, from abstract, such as asking questions to stimulate learners' imaginations, to tangible, such as using a pen. Teachers should not take a negative stance toward the use of teaching aids by applying everything that falls into their hands if it is provided to them by the institution's administration. Rather, they should select the most useful, appropriate, and suitable aids for the subject matter, age level, and educational situation.



Teaching aids between origin, convention, and concept:

Teaching aids are an important part of the educational process because of their role in transporting learners from the world of abstractions to the world of tangibles, overcoming their inability to comprehend that conceptually obscure world in an interesting and attractive way, not to mention the role they play in cementing information in their minds for generations to come. To arrive at the conventional definitions used in the medium, it is worth taking a look at its history. Before the emergence of writing and reading in human life, human aspirations extended beyond their abilities to learn and work. This was evident in their aspiration for immortality, and for this reason, humans began to record their thoughts and depict their lives in safe places in their environment. This was evident in the engraving of drawings of animals, humans, and other manifestations.

Throughout history, educators have been interested in teaching aids because of their impact on simplifying the acquisition of knowledge, clarifying concepts, and acquiring skills. Throughout history, humans have known how to use teaching aids, and this began with learning by observation, as derived from the story of the fight between the sons of Adam, peace be upon him. However, there is something to be said about the primitive use of educational tools, as they have been described as random, stemming from the teacher's desire to improve their educational performance. All indicators deny the novelty of educational tools and confirm that they are the product of educational situations in life. Primitive man taught his children to hunt using statues or dead animals to ensure their survival. History has provided us with images of how these tools were used, which were passed down to future generations through imitation and tradition. Anyone who traces the origins and antiquity of educational tools will find them deeply rooted in history.

There is no clearer evidence of the process of education and communication between different generations than the inscriptions and drawings inherited from past civilizations. With their intelligence, humans have been able to obtain many scientific facts and values, which they have formulated into abstract symbols and expressions that are difficult for other creatures to access. With the passage of time and the evolution of life, humans began to learn from their surroundings. The environment was their first school, with all its components and elements, using observation, imitation, emulation, and experimentation as means of learning. This learning led to the emergence of civilizations that are still immortal on earth. Some people list three major turning points that were behind the development of these methods: the three heavenly messages that were revealed to Moses, then Jesus, and then Muhammad, peace be upon them. They assert that the first turning point in educational methods was associated with the Prophet, peace be upon him.

The second turning point represents the abilities that God bestowed upon Jesus with the Christian religion, such as using parables to reinforce the truth to believers, not to mention the educational games that monks later used with children in churches. The third turning point came with the Messenger of Peace and the Seal of the Prophets, the clear light who taught Muslims how to infer the existence of the Creator through reflection and asking themselves questions in the cave of Hira. With the emergence of the school in its simplified form in terms



of its objectives and methods, the process of devoting oneself to teaching (the teacher), devoting oneself to learning (the learner), and the place designated for them (the school) arose. Curricula were developed, textbooks were written, Education became divided into stages and periods of time, each with its own work plan and daily program. The necessary funding was provided, and general responsibilities were defined to ensure the success of this school, which was accompanied by the emergence of opinions in the field and the design of methods and techniques. One of its fundamentals was the use of teaching aids, which developed over time until they became known as “teaching techniques.”

People in the 20th century realized the importance of teaching aids, which encouraged research and studies on how to use them and then sought to increase the effectiveness of knowledge transfer by investing in new developments in science and technology. “Educational media and websites have created additional and alternative spaces that enable those involved in the educational process to access a vast amount of data that now rivals the knowledge authority of teachers, programs, and even curricula.” Then, with technological progress and the development of schools, the need to employ educational tools and their widespread use in education, these tools have become an essential element in the process.

The definitions given to it varied according to the different perspectives of educators, as well as the different functions and contributions of the medium in the field of education. In an attempt to define the educational medium, some experts considered it to be “a means and tool for connecting and interacting between the teacher and the learner, used during the presentation of the lesson and explanation of the educational material in a specific learning situation, and is one of the sources of learning that enriches the scientific material in the book.” Al-Tobji considered it to be “an element of a comprehensive system that manifests itself in solving educational problems specific to a particular educational situation in order to achieve the objectives of the lesson,” highlighting its importance and considering it an element of the curriculum and a means of achieving its objectives.

Other definitions include: “All types of media used by the teacher in the educational situation to convey facts, ideas, or meanings to learners,” while Salama considers it “a set of devices, tools, and materials used by the teacher to improve the learning and teaching process to clarify meanings and explain ideas to learners,” which is a comprehensive definition. Some see it as “tools designated for teachers to facilitate teaching and present it in an interesting way that stimulates the learner's senses and contributes to their acquisition of experience”; They were therefore considered aids, but the focus was more on the teacher than on the learner, who is the center of the educational process and its goal in terms of the effort, time, and quality it provides. The definition also refers to the relationship between the means and the stimulation of the senses, which is an implicit confirmation of the benefits of education based on them. The definition also highlighted the effective role of tools in the educational process, a definition that applies to the name given to tools by researchers Al-Baghdadi and Al-Safadi in 1979.

One definition of educational tools that differs from previous ones is that given by researcher Siham Mardad, who stated that they are “a set of tools, materials, and devices used



by teachers or learners to convey or access knowledge inside or outside the classroom in order to convey meanings, clarify ideas, and improve the teaching and learning processes.” With this definition, educational tools extend to a broader scope that is not limited to devices and materials, but goes beyond them to include other means. It also extends beyond the scope of classrooms and educational institutions to include other means that teachers may rely on to teach learners outside these classrooms and institutions. Educational tools, as defined here, differ greatly from educational technology, but this difference does not negate the close relationship between them. Educational tools are part of the educational technology system and one of its elements. Therefore, the term “educational technology” is more general and comprehensive than the term “educational tools” in all its forms.

The evolution of the stages of educational media use and their names:

Throughout their history, educational tools and aids have undergone modifications and developments in line with the evolution of life and the development of learning and teaching processes. Anyone who observes the development of educational tools will realize that the simplicity of these traditional names was due to the fact that teachers were not professionally trained. and it is natural that the practices associated with the use of these tools were primitive, improvised, and ill-conceived, unlike those used by today's teachers, who use advanced techniques with a high level of effectiveness.

From all of the above, we can classify the development of educational methods into four stages: The first stage is that of abstract individual methods: primitive man's reliance on handicrafts. The second stage is that of verbal and auditory aids, which coincided with the advent of printing and the emergence of the need to disseminate and transfer knowledge to a larger segment of society, leading to the spread of education in schools and the widespread use of books. Third is the stage of audio-visual means, which came as a result of the industrial revolution in the late nineteenth century, when radio, television, photographs, and slides were invented. The last stage is the stage of tools, which experts have recognized as important, “as it has become the most important element in modern teaching methods in view of the current industrial revolution, the development of inventions and devices, and the emergence of electronics in various devices, and thus machines have replaced teachers.” This description cannot be accepted outright, as both the teacher and the learner have a role to play in the educational process, and the teacher must possess high qualities in order to increase the effectiveness of teaching aids in education. The teacher should not remain passive towards them in order for them to be successful.

As for the names given to educational tools, they are numerous and varied due to several factors and reasons: Some references acknowledge the diversity of names for educational tools, such as “illustrative tools, specific tools, and audio-visual tools,” while others use more diverse names, such as “visual tools, audio tools, audio-visual tools, specific tools, illustrative tools, procedural tools, and technology in education.” These names may be attributed to their diverse nature on the one hand, and on the other hand, they may be attributed to their perceived usefulness and the senses they stimulate in acquiring experiences.



They may also be known by other names, sometimes due to the progression of methods: from explanatory means to visual means, then specific means, then educational means, then educational communication means, and finally educational technology, or what some scholars call educational technology.

It should be noted that the user of the means is either the teacher or the learner, and the name may also differ depending on whether it is a means or a medium. If used by the educator, it is called a means, but if it is used by the child, it is considered a medium between the child and the abstract concept. Educational tools and their classifications vary according to the basis adopted by each classifier of names, and according to the perspective from which each classifier views them, each classifier is biased towards the name they choose for them, even preferring it over others. Some consider that the best name for these tools is “educational aids,” based on the fact that the educational process is an integrated whole. Therefore, the role of these tools is not limited to clarification for those who consider them to be means of clarification, as this role extends to the rest of the educational situation in the formation of habits and attitudes. Those who hold this view also believe that teaching aids should not be limited to what are called teaching or educational aids, as they encompass both teaching and learning in the educational process. Ultimately, it is a matter of perspective and opinion as to which term to use and which to prefer over the other.

The browser finds another definition of the term, which means “the set of situations, materials, educational devices, and people that are employed within strategic teaching procedures to facilitate the teaching and learning process, with a view to achieving teaching objectives.” Not far from this, Al-Hila defines it as “an integrated set of educational materials, tools, devices, and other items that are in the hands of the teacher or learner with the aim of improving the teaching and learning processes, used to convey or access knowledge content inside or outside the classroom.” There is no definition more accurate, comprehensive, or precise than this one, which sees teaching aids as “materials and technical tools appropriate for different educational situations, used by teachers and learners with experience and skill to improve the teaching and learning process... They help convey meanings, clarify ideas, reinforce the learning process, and increase students' [learners'] experiences and skills and develop their attitudes in an exciting atmosphere and with a definite desire,” given its comprehensiveness, accuracy, and clarity. This is evident from all the conventional definitions of educational aids.

Whatever their names may be, they all agree on the importance of teaching aids in the educational setting and on the benefits that learners and teachers reap from their use in education. Furthermore, some consider them to be an important and effective component of the curriculum in achieving its objectives. In this regard, the following question may be asked: How does a person form their perceptions and concepts about their surroundings and the abstract and concrete things they contain, and what is the role of words first and then sensory experiences in this?

If people in the past communicated with their surroundings and mingled with others at specific times and places they frequented, and that was the extent of it, today they can share



their language and communicate without having to travel. Humans invented radio, television, video, cinema, and computers in all their forms and types, which enabled them to meet with a group of people who spoke their language and share it with them. However, through these devices, they see only soulless ghosts and lifeless images, and therefore they do not practice what they learn from them through sufficient dialogue and discussions that ensure its stability in their memory. Moreover, what really prompted those interested in educational tools to take an interest in them stemmed from various experiments and research on the importance of the senses and sensory experiences in the formation of perceptions and concepts, which proved the superiority of verbal education based on the senses over traditional education based solely on words.

Contributions of teaching aids to raising the level of teaching and learning:

Effective teaching depends on the formation of accurate concepts in the learner, and direct sensory experiences are considered the basis for all understanding acquired by the learner in the classroom. However, although these experiences are the best basis for learning, their limitations necessitate the use of verbal symbols. Unless learners associate spoken or written words with past or present experiences, concepts will remain vague and meaningless. It is well known that young children's lack of readiness to read is due to their limited experience.

Some of the difficulties faced by children and adults in other types of learning are attributable to the same cause, namely that the educational experience that a child acquires in the present arises from a significant past experience that is correctly linked to the child's immediate needs. However, the use of past experience is no guarantee of the continuity of the educational experience, as the learner must be able to understand the elements of the new learning situation.

It is necessary that the symbols contained in the learning situation be accompanied by appropriate mental images, and the use of words verbally or in writing without proper understanding is often referred to as verbalism. Among the most important educational outcomes of educational methods is "providing appropriate solutions to global problems that stand in the way of the development of education, such as illiteracy, population explosion, and the knowledge revolution... addressing the problem of the shortage of scientifically qualified teachers and, conversely, addressing the large number of learners... providing learners with a wealth of real experiences or offering appropriate alternatives to them aurally—avoiding verbalism... Harnessing technology to overcome the circumstances of those with special needs. Making a significant contribution to the education of the illiterate and the elderly. Enriching the learner's environment with sensory experiences that enable them to form perceptions and realistic experiences related to the environment and life." Avoiding individual differences among students [learners], in order to provide those who need visual and auditory experiences, experiments, and practical demonstrations with the opportunity to achieve the high level of achievement that others have attained solely through listening to and discussing with the teacher.



Moving on to educational resources, we see that there are many available to teachers through one of the following methods: the school can purchase them ready-made, obtain them from former students, borrow them from technology centers, learning resource centers, or neighboring schools, Then they can be made by the teacher or new learners, and the school is responsible for providing the necessary materials and sufficient time for this. Alternatively, the teacher can purchase them themselves if they are available on the market. Then, by taking advantage of the environment, as teachers can generally use the local environment or community with all its natural, human, social, and other elements as educational tools to explain many concepts that they present in their teaching. This has an important educational benefit, as students learn the correct concept of studying problems. This type of school is called a community school.

As for teaching methods and curriculum content, the curriculum content is determined—meaning the detailed content of the scientific material with its main and subtopics presented to the learner in the form of a specific course for a specific grade—in light of the curriculum objectives, after the scientific material is a direct translation of those objectives, or rather a way to achieve them. The purpose of the curriculum content, whatever it may be, is to provide students with intellectual, practical, or social information about the subject matter, as well as preferences, trends, and presentation methods.

As for choosing teaching aids, after identifying the types of resources from which teachers can draw teaching aids to use in their lessons, regardless of the source, it is necessary to test them to determine their effectiveness in performing the desired function. When choosing the necessary teaching method, the teacher must be aware that it is an integral part of the lesson topic, the reference material, and the teaching style, and that it is not merely a means of clarification or a secondary tool for the lesson. When planning to use a particular teaching method in a specific teaching situation, the teacher must answer the following questions: What is it? To find out which one is suitable for the teaching situation.

How...? To inquire about how to obtain it. For whom...? To inquire about the level for which it is intended. From whom...? To inquire about its timing during the lesson. Where...? To inquire about where it will be used in the lesson. Until when...? To inquire about the time required to use it.

Moving on to the criteria for selecting the means to ensure the success of the educational process, some scholars have listed a number of them, including: Its connection to general and behavioral objectives, that it forms an essential part of the reference material, that it enhances the teaching method and supports the educational situation with effectiveness and activity, that it contains the elements of a good method, and that the equipment for its presentation is available if needed. This is the case when the method is available, then preparing the results of testing the method and its effect on students during use. - Feedback: the teacher should produce the resource if it is not available, thereby acknowledging its importance in education. Finally, the teacher should seek to choose the simplest and least expensive resource, provided that it fulfills the conditions necessary for its function.



Conclusion :

- Finally, we conclude with the following results: Language teaching methods have gone through many stages, beginning with traditional methods such as grammar and translation, the direct method, and others, from which methods and approaches based on technological and electronic innovations were later developed.
- The growth of these curricula and methods has kept pace with the development of technological means, and most researchers in the field of education agree on the many benefits of audiovisual aids in promoting learning, achieving educational goals, and solving a number of educational difficulties, especially in the early stages of primary and preparatory education.
- Teaching aids are an important part of the educational process, as they play a role in transporting learners from the world of abstractions to the world of tangible concepts, overcoming their inability to comprehend this conceptually obscure world by presenting it in an interesting and attractive way, not to mention the role they play in consolidating information in their minds.
- The names of teaching aids vary, but they all agree on their importance in the educational setting and on the benefits that learners and teachers reap from their use in education. Furthermore, some consider them to be an important and effective component of the curriculum in achieving its objectives.
- When choosing the necessary teaching aids, teachers must be aware that they are an integral part of the lesson topic, the reference material, and the teaching method, and that they are not merely tools for illustration.

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