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Overview of audio-visual Aids

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Abstract

Teaching and learning is a complex processes. To make all the complexities of teaching and learning processes easier, well-advanced teaching aids are the need of the hour. It is an open secret that audio-visual aids provide optimum services to energize both the learner and the teacher in teaching and learning process. With the development of technology, new innovations are being brought up in learning teaching. Nowadays, language teachers are using different audio-visual aids to improve the teaching process. The present paper focuses on the role of audio-visual aids in assisting trainer as well as learner in teaching learning process and also it explains the importance of audio visual aids, as well as their impact on teaching leaning process.

Keywords: Audio-visual aids, teaching-learning process, technology

Introduction

In recent years, a great tendency towards the use of technology has gained a great importance. Particularly, the use of an audio-visual material in classrooms has grown rapidly because of the increasing emphasis on communicative techniques and it is obvious that the use of audio-visual is a great help for teachers in stimulating and facilitating the target language. Thus, teaching aids in education technology is swiftly changing from blackboard to virtual simulations. (Ismail, 2006)^[2].

It is an open secret that audio-visual aids provide optimum services to energize both the learner and the teacher in teaching and learning process. Language teachers have been using different technical and non-technical teaching aids to make class room activities more motivating and interactive.

Audio Visual Aids are also called instructional material. Audio literally means “hearing” and “visual” means that which is found by seeing. So all such aids, which endeavor to make the knowledge clear to us through our sense are called “Audio Visual Aids” or Instructional Material. All these learning material make the learning situations as real as possible and give us firsthand knowledge through the organs of hearing and seeing. Therefore, any device which can be used to make the learning experience more concrete and effective, more realistic and dynamic can be considered audio visual material. According to burton Audio-Visual Aids are those sensory objects or images which initiate or stimulate and reinforce learning.

Classification of audio-visual aids: It can be classified into two categories Projected and Non-projected.

Projected Aids: Projected visual aids are pictures shown upon a screen by the use of a certain type of machines.

Non-Projected Aids: Non projected visuals are those aids which are used without any projection. So they translate abstract ideas into a more realistic format.

Various types of audio visual aids are described in figure as follows:

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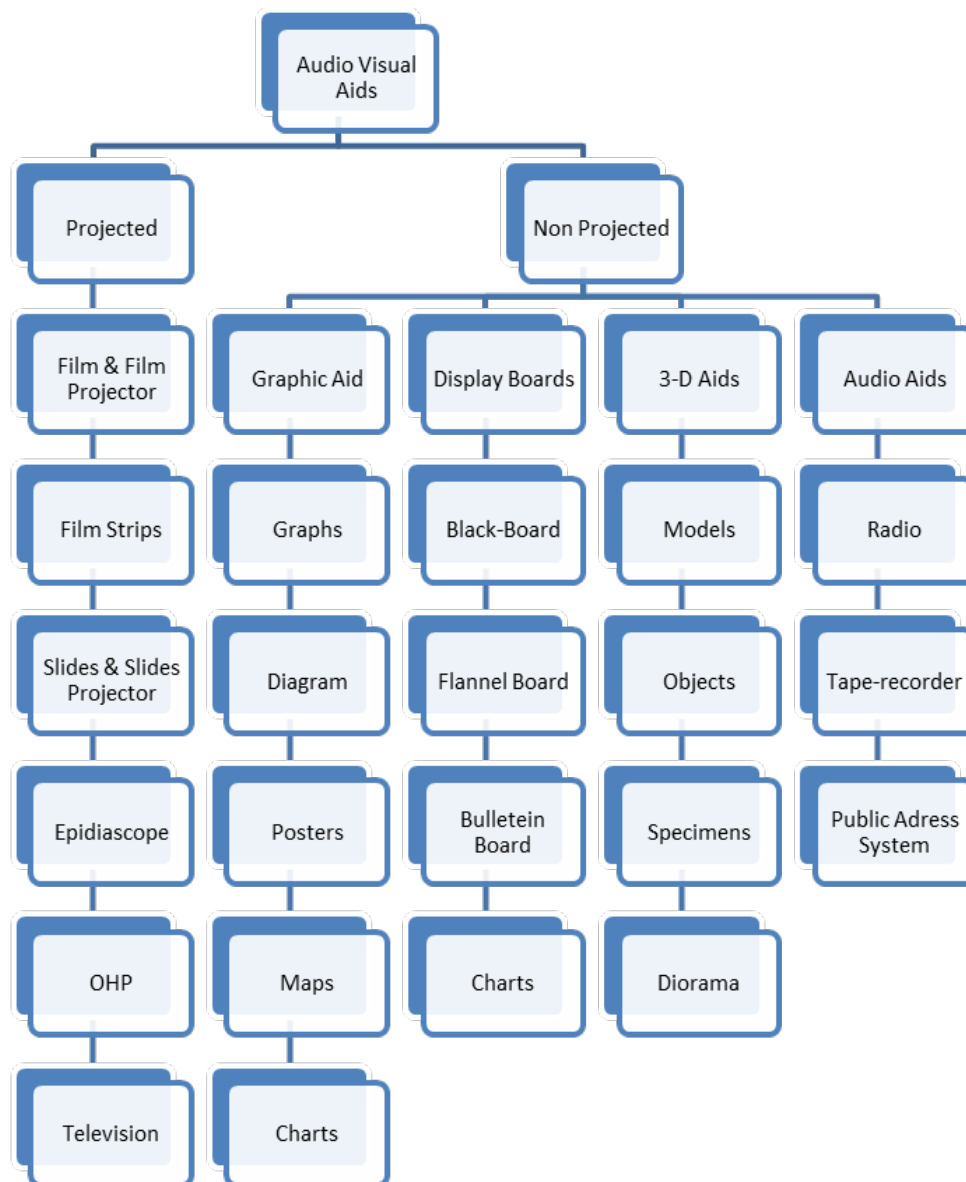


Fig 1: Classification of Audio-visual aids

Criteria for selecting Audiovisual Aids

- 1) The facts should be scientifically accurate
- 2) Needed materials should be present
- 3) All the information should be pertinent
- 4) It should cover the entire requirements
- 5) All the ideas should be essential, significant and important to clear understanding.

Characteristics of audio-visual aids: The following are the main characteristics:

- 1) It helps in developing the perception of the learner.
- 2) It aids in positive transfer of learning and training.
- 3) It facilitates in understanding and comprehension.
- 4) It provides reinforcement to the learners.
- 5) It increases the retention of the learners.
- 6) It should be cheap
- 7) It should be up to date
- 8) It should be easily portable
- 9) It should be motivate the learners
- 10) It should be large enough to be properly seen by the students for whom they are meant

Impact of audio visual aids: Deepa 2014 in her study “Utilising Audio Visual Aids to make learning Easy and

Effective in Primary Education” revealed that audio-visual aids help to makes learning easy and permanent. It also builds a Healthy relation with environment and adds creativity. Make more involvement of students in classroom. Mathew and Alidmat (2013) ^[3] found similar results in their study. They found that audio-visual materials can make lessons easy to understand. Images that a student views on the screen can be easily comprehended and remembered than descriptive reading materials. Student felt that information can be retained for longer duration due to the use of audio-visual aids. It also indicates that the audio-visual materials motivates the learners and helps them to lower their anxiety levels. These make the classroom more interactive and live as it brings the real world in the classroom.

Audio visual aids in learning pyramid: The effectiveness of any learning method, as presented in the figure 2, will also be influenced by learning style. Cuban (2001) ^[1] revealed that psychology of visual aids as under 1% of what is learned is from the sense of TASTE 1.5% of what is learned is from the sense of TOUCH 3.5% of what is learned is from the logic of SMELL 11% of what is educated is from the logic of HEARING and 83% of what is learned is from the sense of SIGHT. Also people generally remember 10% of what they

READ 20% of what they HEAR 30% of what they SEE 50% of what they HEAR and SEE 70% of what they SAY and 90% of what they SAY as they DO a thing. So there is no

doubt that technical devices have greater impact and dynamic informative system.



Fig 2: Learning Pyramid

Advantage of audio visual aids

Provision of sensory experience: Learning requires an adequate background of sensory experience. New words and unfamiliar objects cannot be followed and understood properly unless they are attached to specific elements of one's experience.

Provision of substitutes for direct experiences: Audio-Visual materials will come to our aid at that time to facilitate understanding of new concepts, facts and symbols. Pictures, models and specimens etc may be used as accurate and effective substitutes of direct learning experiences.

Supplement to direct experience: Direct experiences can very well be supplemented with audio-visual aids by vicarious or representative learning. Visiting a post office or a cotton textile mill, pupils can learn more about the postal system and about the manufacture of cloth if these direct learning experiences are followed by seeing a film or motion picture on the subject.

Important motivators: Audio-visual aids are important motivators. They possess vividness, clarity and dramatic appeal. Children enjoy looking at pictures, going to movies and listening to radio. These are the effective medium of holding the attention and to simulating new interests and activities among children.

Effective aid to the slow learner: Audio-visual aids are particularly helpful to poor readers and slow learners who cannot get all the required knowledge from the text books. They can more easily understand and remember the facts, gained through pictures, movies, models and radio etc. than gathered from abstract symbols and printed pages.

More efficient learning: With the proper use of audio-visual aids, pupils not only learn more rapidly but they also remember the facts, thus learned, for longer period.

Development of the power of imagination and observation: Audiovisual aids provide sensory images much more clear and effective than the verbal images. It makes learning more natural and easy.

Problems in the use of audio-visual aids

1. **Apathy of the Teachers:** Teaching with words alone is very tedious, wasteful and ineffective
2. **Indifference of students:** the judicious use of aids arouses interest but when used without a definite purpose they lose their significance and importance
3. **Ineffectiveness of the aids:** Due to the absence of proper planning and lethargy of the teacher and without proper preparation, correct presentation, appropriate application and discussion and the essential follow-up work, the aids do not prove their full usefulness.
4. **Financial hurdles:** The central and state Governments have set up Boards of Audio-Visual Education and have chalked out interesting programmes for the popularization of teaching aids but the lack of finances is not enabling them to do their best
5. **Absence of electricity:** Most of the projectors, Radio and TV cannot work without the electric current which is not available in a large number of schools
6. **Lack of facilities for training:** Training colleges or specialized agencies should make special provision to train teachers and workers in the use of these aids
7. **Co-ordination between centre and states:** Good film libraries, museums of audio-visual education, fixed and mobile exhibitions and educational melas should be organized both by centre and states
8. **Language difficulty:** Most educational films are in English. we should have these in Hindi and other important Indian language
9. **Not catering to local needs:** Little attention is paid in the production of audio-visual aids to the local sociological, psychological and pedagogical factors

10. **Improper selection of films:** Films are not selected according to the classroom needs.

Conclusion

This paper concluded that audio visual aids play a significant role in teaching and learning process. It is a method which used to teach all categories of skills by actively engaging the students in various activities. Audio visual class rooms are improved methods of traditional class rooms in which a learner may focus on every minor to major aspects of teaching. However, the teachers are to be well trained in using advanced technical teaching aids to make learning environment more comfortable to reach the needs of the learner.

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