

## CARTOONS IN LANGUAGE TEACHING AND LEARNING

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**ANNOTATION.** This article aims to explore how cartoon as a pedagogical material can be employed in language classroom from a constructivist point of view. It presents the characteristics of cartoon that bring much valuable impacts to language learning. The article discusses both the efficiency of animated cartoon as a genuine audiovisual learning material and how it can be employed in language classroom in order to satisfy the intended pedagogical outcomes of the 21st century.

**KEY WORDS:** cartoon, useful source, animated cartoon as an educational tool, constructivism.

Education revolves around the process of learning and teaching. Learners find difficulty in learning English. Understanding the nature of the learners and society in which the activity of the education is taking place is the first requisite of a teaching learning programme. Motivation plays a crucial role among learners, which helps in learning a language energetically and it also kindles the learners' interest. A teacher, who can keep his learners well motivated, has won half the battle. Learners outside class hours are thought of as being out of education, unless they are doing homework, but watching cartoons may demand that we reassess the relationship between learning and playing. Learners respond to voices, music and to moving pictures. Learners who learn informally through the cartoons seem likely to be high achievers. Cartoons can be used at any time during the teaching and training as long as they are relevant to the point or purpose. This distinctive purpose can be supportive to start a lesson, to keep the learners occupied, alert, and live up the class and to wake them up after a lunch break. Cartoons can be used as a useful source of reforming the learning atmosphere. Cartoons are a wonderful and versatile medium in enhancing teaching and training. Visually, the impact of cartoons is immediate and people from all walks of life, irrespective of age or background, are able to respond immediately in the same way to the

educational point that is being made. Cartoons can attract the attention and interest and it motivates the learners to learn.

Using animated cartoon as an educational tool in language classroom not only has an influence on second language learners' performance, but most importantly the methodology of utilization cartoon in classroom also has an effective impact. Yet innovative learning tools must not be separated from creative teaching strategy. Consequently, the aim of this paper is to discuss how animated cartoon as a pedagogical material can be employed in language classroom from a constructivist point of view. Constructivism as an approach does not only enable students to learn, but it also enhances students' order thinking skills. Constructivism allows students construct knowledge by encouraging them to connect prior experiences to further new concepts that they elicit from a social learning context. In relation to cartoon usage in language classroom from a constructivist point of view, cartoon is intended as a starting point to enhance group discussions in order to derive new concepts. Because cartoon represents habitual daily life, students can easily combine cartoon content and animated pictures with their similar experiences. In other words, teacher needs to encourage students to generate ideas towards the cartoon film in the classroom.

Watching cartoon film as a pre-activity of reading class would be facilitative tool that allows students to interpret and analyze reading text more effectively, if teacher utilizes suitable cartoon film. Cartoon as a learning tool would support affective and cognitive aspects in language classroom. Cartoons display vivid reading comprehensible texts that are embedded by motion, sound and colors which allow students to live with plot of the film and share roles and attitudes. This facilitates learners' interpretation of text, getting main idea and making inferences. Learners' power of imagination and predication would be notably increased as a result.

The impact of using animated cartoons on learners' attitudes: Watching cartoon films in language classroom would change students' attitude from negative to positive. Furthermore, animated cartoons award students with two different visual attributes: images and motion. Both image and motion are essential for understanding and information retention. Barak and Fisher (2002) state that animation maximizes the potentiality of presenting information

regarding a continuity of motion. Yunis (1999) states that movement in animated cartoons is the most important element of a film, because it increases a learner's capability to confirm information which is being stored in the brain. Because watching cartoon films allows the two hemispheres of the brain to fully work, and because they are embedded with facilitating tools such as music, sound, colorful attributes, cartoon films would be meaningful learning material that need less comprehension skills and keep the classroom manageable and orderly. Cartoons, usually, attract students' attention and don't allow learners to get released out of the learning context, as they include satisfying tools and comic speeches. In this respect, cartoon as an audio visual learning material can make valuable contribution of immediate understanding that doesn't require higher cognitive skills.

In conclusion, cartoon films are significant source of authentic language input that match the purposes of second language acquisition. However, teachers should be more wary while selecting a cartoon film for second language learners. Cartoon films that suit students' level encourage learners to absorb language input and motivate them to utilize linguistic knowledge in different communicative contexts, if they are accompanied by practical teaching strategy.

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