

# Audio-Visual Aids And Our Education System

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ALL human activities are the expressions of man's thought, will, emotion or feelings; which are transmitted to the learner by an act or process of communication. Communication either oral or written is a complicated process; often the presentation of objects with all its processes and properties is not possible. Furthermore, our perceptor sensory mechanisms being always in touch with our world of things and events respond to the environments such as heat cold odour, taste etc. So, the maximum social utility postulates an effective pattern of communication system. The educators are therefore, required to invent and innovate newer processes and techniques of learning in particular situation. Our education system, not fully alien to and unacquainted with the modern system of learning, can not even then claim to have been fully productive and capable of meeting the needs of the society. So, audio visual aid oriented education needs to be introduced in our schools.

Education is a continuous process beset with problems. In this context the problem of perception is dealt with. The problem of verbal learning results from the learner's use of words without knowing their purport of any perceptual basis for understanding. One may be aware of the objects through reading interviews, observation and experimentation but no learning is complete, every moment new knowledges emerges, the old yielding place to the new.

The problems of learning mostly arises when the learners are in school; they have then narrow ideas about things and events of our world. At this moment no true learning occurs in any grade unless the act of communication succeed in making a permanent and meaningful addition to the students own communication skills; a learning involves both unilateral delivery of speech by the teacher and the inter communication between teachers and students. This feed back process is best possible only through education by audiovisual materials which can be studied objectively.

It is worth mentioning that the pictorial representation of facts in text and other books goes a long way to create perception being not always possible. Furthermore, illustrations can clarify only the concept primarily visual in nature. To have a proper view in many cases only the processes need to be photographed or recorded in films. So, globes maps films, filmships photographs, slides radio tape recordings television etc, constitute important infrastructures in effective learning. Education through model etc, enables the learner to appreciate the reality of things in their true perspective not always possible in any written description or speech. The audio visual aids used now a days may be classified into three broad categories; 1. Materials used without any projection 2. the projected materials; 3. Non projected materials.

In America education in juni-

or, senior and intermediate schools and of adults is mostly based on audiovisual aids to meet the challenge of rapidly changing world. Radio, and television have become the teaching aids in class room not to speak of films and other materials used as teaching aids. In addition to the planned audio-visual education in class rooms an average American give four to five hours a day at least to the various forms of mass communication. The governments, the authorities and the teachers all are well aware of the importance of audio-visual education and not only provide facilities to the students but also earn foreign exchange by exporting the instructional materials to the developing countries.

Though this education is costly and has universal application in some cases through the transfer of technology to the countries not producing them, it is I think not always wise to depend on foreign culture. So, the stress needs to be given on locally produced materials. In this regard it is not out of place to mention that the production of audiovisual materials involves not only higher expenditure than that of the general printed materials, but also skilled and trained manpower. Further, the production of various types of materials require variable skills and knowledges. As for example, the skill needed in preparing globe is different from that in preparing educational films. Besides this the editing and careful selection of educational films are of utmost significance for its integration into education system.

Perhaps the retardation of our audiovisual education is one of the main drawback of our education system. Education in science and technology being based on experimentation provides the learners with laboratory facilities; but this is not possible in case of social science and humanities. To facilitate education in these fields the school authorities may manage museums and art galleries in schools at a reasonable size. In the city area where the museum and art galleries are available people may be of opinion that such an idea is fantastic only incurring duplicate expenditures. The school in this area may collect and preserve such materials for child education as are not generally provided by museum and art galleries and in the rural schools the museum collection should be a must; this collection may consist of community resources of various types such as the dead bodies of different animals well preserved agricultural goods, forest and industrial goods, historical materials and scientific instruments minerals and oceanic materials and models of different kinds etc. It is not always necessary to prepare all the materials often gifts and donations increase the collection. Thus, without much expenditure normally every school can build up its own museum for education. What is most essential in this context is the motivation and co-operation

among people.

Bangladesh Audio visual Education centre provides multidimensional services; it prepares instructional materials ranging from maps and charts to the film strips; it acts as the delivery centre of audio visual materials to educational institutions; it trains the teachers in the use-method and techniques so that they can independently teach with audiovisual materials and demonstrate film shows even outside the city. It has a museum like auditorium to demonstrate film show etc. Its present services being inadequate to feed the audio visual needs of the nation the expansion of the centre both in organisational set up and services is of urgent need; but it is imprudent to think that the government is to meet all the educational needs. Both the school authorities and the government may co-operatively build up the audio visual collection for teaching purpose; Furthermore the Audio visual centre should supply those materials which are beyond the normal building capacity of the schools.

Rapid transformation of vast human resources needs the effective system of education to meet the environmental needs; community resources and audiovisual materials can greatly help attain optimum learning. Every school therefore needs to be equipped with the audiovisual collections library museum etc, to accelerate the cultural growth on the one hand and facilitate the integration of this useful education in schools and thereby to enhance the creative abilities of students on the other; and this is possible through integrated national planning.