

Information and communication technologies:
**5. The role of image in culture. Teaching
using an image.**

**Methodological Concept for
Effectively Supporting Key
Competencies Using the Foreign
Language ATCZ62 - CLIL as a**



THE PICTURE AND THE PAINTING PROVIDE THE HUMAN FROM THE FIRST TIME



The oldest paintings we know today are paintings in the Chauvet Cave in France (31 000 ± 1300 B.C.)

From this moment on, the person constantly accompanies an image that over time has various informative and aesthetic functions.

The role of image in culture

The important educational role of visualization can be noted in the Middle Ages.

As a typical example of the then "pictorial Education" can be mentioned the *pauperum* - The Bible of the poor.

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Side of the Woody Bible of the Poor of the 15th Century. In the middle we see the "Annunciation"

Correlation of image with text

It was very common to link the picture to the text in order to more fully illustrate a particular story. Over the course of a century, symbols, allegories and emblems that represented the text appeared in many paintings; on the contrary, the text itself was often accompanied by images, often in the form of initials or illuminations.

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Visualization

- **visual technique** - *diaprojection, retrospection, backward projection* by Loveček and Čadílek (2008, s.91, 94-95), besides **audiotechnics, technical teaching aids, programs and programs presented by didactic technique**, belongs to so-called teaching aids (cf. Kolář, 2011, Maňák, Průcha, 2009) Teaching aids and so-called didactic techniques together form **material didactic means**.

What, however, the didactic means combines across their categories is the **principle of clarity**. It consists of the combination of Extrasensory perception, active activity and abstractive thinking. In order to remember the clients as much as possible, it is necessary to involve **all senses** as much as possible. It is reported that the most information is received by sight (87%) and then by hearing (9%) and other senses (4%).

VISUALIZATION: EXPLANATION OF THE PROBLEM

Images can not only serve the role of illustration, but sometimes it is also possible to explain problems that are hard to imagine. As an example of such an approach is the text of prof. Janusz Rachon of Gdansk Polytechnics, in which he describes how he explains to students the resonance theory of Linus Pauling using the paintings by Salvador Dalí.

Both canvas represent more than one image:

