



## THE DIDACTIC POTENTIAL OF USING INFOGRAPHICS IN CHARACTER EDUCATION LESSONS

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**Abstract.** This article examines the role of infographics as didactic tools in Tarbiya (Character Education) lessons. It considers how infographics can support the clear presentation of instructional material, highlight key ideas, reinforce lesson content, and involve pupils in active discussion. The analysis indicates that when infographics are aligned with lesson objectives and the age-related characteristics of primary school pupils, they can facilitate comprehension, increase classroom participation, and contribute to more effective Character Education lessons.


**Keywords:** infographics, didactic tool, Character Education lesson, visualization, instructional material, problem situation, independent thinking.

### INTRODUCTION

Primary school pupils understand classroom information more deeply when listening is supported by viewing, comparing, asking questions, and expressing personal opinions. Topics in Character Education commonly address human behaviour, choices, relationships with others, and responses to everyday situations. When such content is presented only through lengthy passages or theoretical explanations, some pupils may find it difficult to identify the central idea. Infographics bring together images, short texts, symbols, and logical connections, helping pupils notice the main points of a topic and follow its internal structure.

Richard E. Mayer, a leading scholar in multimedia learning, argues that learning is strengthened when words and relevant visuals are meaningfully integrated [1]. This principle is directly applicable to infographics: an image should clarify and extend the meaning of the text rather than merely repeat it. In his study of educational infographics, Serkan Yildirim reported that participants generally viewed them positively as learning materials and considered them suitable for use during the main learning process [2]. A pupil-friendly infographic does not attempt to display every available detail at once; it selects and organizes the concepts and relationships that are most important for the lesson.

F. Ozdamli and H. Ozdal organized the design of educational infographics through the stages of analysis, design, development, implementation, and evaluation. Their study involved 43 primary school teachers and 51 pupils, and the infographics developed by the teachers were used in lessons for eight weeks. Both teachers and pupils expressed positive views about their use [3]. In a synthesis of 12 empirical studies conducted between 2016 and 2021, S. Elaldi and T. Cifci found that the use of infographics had a positive overall effect



on academic achievement [4]. These findings suggest that infographics are more useful when they are applied systematically and selected in relation to the content of the lesson.

Studies by Uzbek researchers have also discussed the value of infographics for presenting instructional material visually, making information more accessible, and encouraging learner participation. R. S. Isroilova, L. S. Isroilova, and Sh. R. Komilova described the use of digital platforms for creating interactive infographics in primary education [5]. S. Y. Ismoilxanov examined the structure and general educational advantages of modern infographics [6], while D. Mamadaliyeva considered how infographic software can be used to present complex information in a simpler and clearer form [7]. In Character Education lessons, however, choosing an infographic that suits the topic, placing it at an appropriate stage of the lesson, and connecting the visual material with discussion require a focused methodological approach. This need determined the direction of the present study.


### **METHODOLOGY**

The study followed a theoretical and methodological design. International sources on infographics and multimedia learning, pedagogical publications by Uzbek researchers, and the Grade 3 and Grade 4 Tarbiya textbooks authored by O. V. Usmanova and Y. V. Risyukova were reviewed [8; 9]. Theoretical analysis was used to identify the educational functions of infographics. Content analysis focused on the key concepts, event sequences, contrasting forms of behaviour, and situations requiring discussion in the textbooks. Comparison supported the selection of infographic types appropriate to the content, while didactic modelling was used to determine whether each type would be most suitable for the introduction, explanation, discussion, or reinforcement stage of a lesson.

The evaluation of the infographics took account of the age-related and individual characteristics of primary school pupils. The main criteria included concise and fluent wording, readable type, familiar visual elements, moderate use of colour, and an orderly arrangement of information. Because pupils differ in reading speed and in the way they process information, infographics should be accompanied by oral explanation, question-and-answer activities, pair discussion, and short tasks. The textbook remains the principal source of instruction, while the infographic serves as an additional didactic tool that helps pupils see, understand, and remember its content.

### **RESULTS**

The analysis identified five types of infographics according to their didactic functions in Character Education lessons. An informational infographic presents the main idea and key concepts of a topic in an orderly form on a single page. It can be used at the beginning of a lesson to direct attention to the topic or after explanation to summarize the main points. For example, in a lesson on interest in learning, asking questions, observing, reading, experimenting, and drawing conclusions can be organized through brief explanations and visual markers. A process infographic presents the stages of an event, activity, or decision in a clear sequence. In Character Education, it can support the explanation of conflict resolution, goal attainment, learning, or the process of reaching a responsible decision.



A comparative infographic shows the differences between two decisions or forms of behaviour and draws attention to their consequences. Pupils are encouraged to explain why one course of action may be more appropriate, rather than simply naming the preferred option. Possible comparisons include purposeful and uncontrolled use of the Internet, responsible and careless attitudes, or respectful and demeaning communication. A schematic infographic links the elements surrounding a central concept. When respect is presented together with listening, polite address, acceptance of other viewpoints, and cooperation, pupils gain a broader understanding of the concept. A problem-scenario infographic is organized around a character, a problem, possible choices, and guiding questions. It encourages pupils to observe a situation, consider the consequences of different decisions, and justify their own views.

#### **AN APPLIED EXAMPLE BASED ON A TEXTBOOK TOPIC**

Lessons 27–28 of the Grade 4 Tarbiya textbook include the topic “An Enlightener Ahead of His Time.” The text describes Is'hoqxon Ibrat's interest in foreign languages; his journeys to Makkah, Istanbul, Sofia, Rome, Kabul, Jeddah, Mumbai, and Kolkata; his mastery of several languages; and his compilation of *Lug'ati sitta as-sina* (“Dictionary of Six Languages”) [9]. At the end of the topic, pupils are asked to interpret the proverb “A person who knows a language is welcomed by the people,” explain the importance of foreign-language knowledge, and prepare recommendations for language learning. Because the topic contains both historical information and a sequence of events, an informational infographic and a process infographic can be used together.

Figure 1 presents the topic in informational and process formats. The informational section allows pupils to view Is'hoqxon Ibrat's life journey, commitment to language learning, and contribution to lexicography on a single page. The process section shows the sequence linking travel, encounters with different peoples, language learning, and dictionary compilation. Rather than explaining each stage in a ready-made form, the teacher can activate pupils' thinking through questions such as: “Which personal qualities helped Ibrat?”, “How were travel and language learning connected?”, and “What opportunities can foreign-language knowledge provide today?” In this way, the infographic combines the functions of presenting information, clarifying textbook content, and opening the topic for classroom discussion.

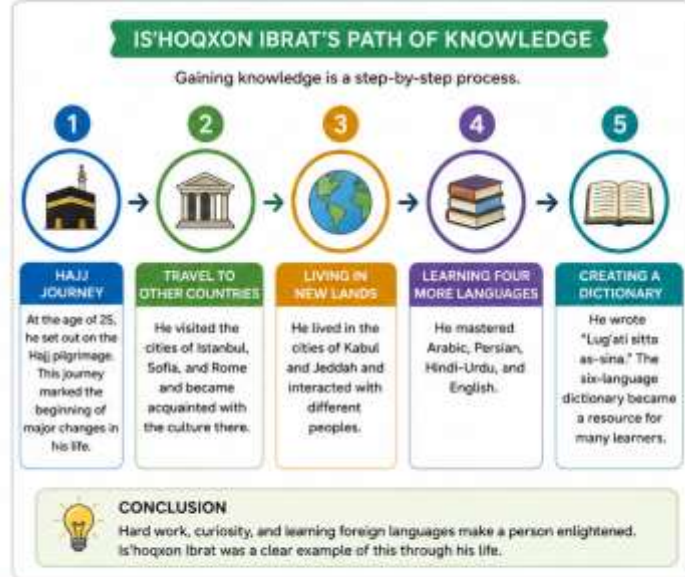
Topic taken from the textbook:  
Grade 4 “Tarbiya” textbook, Lessons 27–28. “An Enlightener Ahead of His Time”  
(About Is’hoqxon Ibrat)

Main idea of the textbook: Learning foreign languages, gaining knowledge, and being enlightened are important in a person’s life.

1. Informational infographic – explains the main content of the topic.



2. Sequential infographic – shows the sequence of an event or action.



**Suggestion for classroom use:**


The informational infographic can be used at the beginning of the lesson or while explaining the topic.  
The sequential infographic is used to show the topic’s sequence, support better understanding, and guide discussion.

Figure 1. Informational and process infographics developed for the Grade 4 Tarbiya topic “An Enlightener Ahead of His Time”

**DISCUSSION**

The educational value of infographics in Character Education lies in the wider range of pupil activity they can support. Pupils do more than listen to or read a text: they identify relationships in the visual material, arrange events in sequence, compare forms of behaviour, and respond to a problem situation. Guiding questions from the teacher give this process a clear educational direction. Questions such as “What do you notice?”, “How are these two events connected?”, and “Which decision would you make, and why?” turn the infographic into a didactic tool that stimulates thought and discussion.

The quality of an infographic is not determined by the number of colours it contains. Pupils understand the central message more readily when text and visuals support one another [1]. Decorative elements with little relevance to the topic, very small type, and excessive information on one page can divide attention. An infographic for primary school pupils should therefore contain one clear central idea, a precise title, brief explanations, familiar images or symbols, and a logical layout. Some pupils understand visual information quickly, whereas others need an oral explanation or an additional question. The teacher should therefore adapt the use of the infographic to the needs of the class rather than treat it as a uniform solution for every pupil.



At the introduction stage, an informational infographic can arouse interest and recall prior knowledge. During explanation, a process or schematic infographic can organize the content. At the discussion stage, comparative and problem-scenario infographics can lead pupils to consider causes, consequences, and choices. At the end of the lesson, selected elements may be hidden so that pupils reconstruct the sequence, name the key concepts, or propose a new solution to the situation. In the topic “An Enlightenment Ahead of His Time,” pupils can retell Ibrat's path to knowledge in their own words and explain the relationship among inquiry, language learning, and the dissemination of knowledge. Such activity supports meaningful understanding of the topic and more active engagement with its content.


### **CONCLUSION**

Using infographics as didactic tools in Character Education lessons can support the clear and orderly explanation of instructional material, highlight central ideas, represent everyday situations, and involve pupils in discussion. Because lesson content varies, the type of infographic should be selected in relation to the instructional purpose. Informational infographics bring together the key ideas of a topic; process infographics clarify the sequence of events and actions; comparative infographics show differences between decisions and their consequences; schematic infographics reveal relationships among concepts; and problem-scenario infographics create opportunities for pupils to express and justify their views.

Infographics are not intended to replace or reduce textbook content. Their value lies in helping pupils see, understand, and restate that content in their own words. Effective use requires a meaningful relationship between text and visuals, age-appropriate content, readable wording, moderate colour, and well-designed teacher questions. The informational and process infographics prepared for the Grade 4 topic “An Enlightenment Ahead of His Time” provide an applied example of this approach. When appropriately integrated into the lesson, infographics can help pupils identify the main meaning of a topic, recognize connections between events, and participate more confidently in drawing conclusions.

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