

THE ADVANTAGES OF USING REALIA IN TEACHING VOCABULARY

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ANNOTATION

The article deals with a contemporary issue of importance – that of teaching vocabulary using realia

Key words: Realia, experiential learning, implementation

ANNOTATSIYA

Ushbu maqolada lugʻatni oʻrgatishda realiyadan foydalanish va oʻquvchilarni bevosita tajribaga jalb qilish imkonini berish masalasi yoritilgan.

Kalit soʻzlar: Realia, tajribaviy oʻrganish, joriy etish

The current President of the Republic of Uzbekistan Shavkat Miromonovich Mirziyoyev in his speech of June 15, 2018 in Tashkent conference that was dedicated to issues of ensuring social justice, preserving the true essence and significance of our sacred religion of Islam, drew special attention to issues of educating the younger generation

As the head of our state noted, “ One of the most important issues always worrying us, concern the moral image of our youth, their worldview. Time is rapidly changing today. Who is most aware of these changes? Of course, the youth. Certainly, let the youth keep up with the times. However, at the same time, they should not lose their national identity. Let the idea, of who we are, the descendants of what great ancestors we are always echo in their hearts and call for being committed to national self-consciousness. How will we achieve this? Only through upbringing, upbringing and only upbringing ”.

Reforms in the systems of education in Uzbekistan and the large- scale programs which are aimed at the happy future of our children, are now rendering their true results. In Uzbekistan, English has been applied for any levels. It has been applied from

kindergarten up to college. It means that, English is not something new in our country. Many people use it to communicate each other in daily life. In foreign language teaching instruction, the term of realia has broader meaning. Realia is associative bridge between the classroom and the language. Although realia is any origin objects brought into classroom as teaching aids, but some items represent it can be included as realia. Smith stated that realia consists of actual objects or items, which are used in the classroom to illustrate and teach vocabulary or to serve as an aid to facilitate language acquisition and production. Realia doesn't necessarily something accurate and further agree that something that is brought into the classroom digitally still counts as realia. As long as the items concerned is a piece of realia and the integrity. From the definition above, it can be concluded that realia is all original objects and the items represent them that are used to illustrate topic/material talked about into concrete or real situation. For example, when teaching the topic about animal and transportation, the teacher can use the animal toys or picture, transportation toys, and etcetera. When teaching about a country, the teacher can use map, the flag of the country, photos or video about this country.

In teaching vocabulary, especially for the material dealing with concrete items, it is easier showing the items than describing the vocabulary verbally. As Phillips says "vocabulary is best learned when the meaning of the words is illustrated for example by using a real objects or an action". Using realia in teaching enables students to involve in direct experience. Students can see, smell and touch the objects at the same times as hearing the new words. It helps students to internalize the concepts easier by making something early abstract to be concrete. Furthermore, realia makes the lesson more interesting and lively. Most students react positively to physical objects and actions because these are having direct correspondence with the real world that is not present in diagrams or verbal description. For children, direct contact with the thing they learn is more memorable. Keeton says: "In experiential learning the learner is directly in touching with the realities being studied. It is contrasted with learning which the learner only reads about, hears about, and talks about or written about these realities

but never comes in contact with them as part of the learning process. It involves direct encounter with the phenomenon being studied rather than merely thinking about the encounter or only considering the possibility of doing something with it". Not only helps students in understanding the meaning of vocabulary, using realia also serves to foster a more creative and active teaching-learning environment and promotes cultural understanding. Helping language learners see the connection helps them understand the meaning of language more clearly. Bier Baum in listed some other advantages of using realia. They are:

- a. They are a part of the real world.
- b. They are more portable, more accessible than in their original environment.
- c. They are often obtained readily, and for little or no cost.
- d. They often a range of sensory stimulation in addition to sight.
- e. They transcend language but help to develop language,
- f. They help develop concepts: size, color, spatial relations and more sophisticate concepts, etc.

Through the presenting vocabulary to learners the teacher does not teach only separate words but he or she teaches also listening, speaking, reading and writing altogether with grammar and pronunciation. Pupils are nowadays taught foreign languages to be able to communicate, altogether with combination of suitable technique, is able to fulfill this demand. The article is focused on presenting the meaning of the words. The most suitable techniques for that age group are realia, pictures, actions and gestures. Pupils fix meaning of the word better when they can „see, listen or touch the word“. Pupils like change and it is good changing the presentation from time to time. The result of the article revealed that in presenting the meaning and form of vocabulary, the teacher applied different techniques with different reasons. One of the reasons is because young learners mostly learn concrete words, to which the technique is appropriately used it was the only technique in presenting written form of planned vocabulary and the teacher employed this technique to all planned vocabulary. Before presenting meaning or form of vocabulary items, teachers need to notice some considerations such as the type of the vocabulary, the students'

level and characteristics, and the value of the techniques for the learners. Teachers are suggested to use real objects technique as often as possible when presenting vocabulary to young learners especially when the words are concrete. Besides interesting to young learners, gesture, pictures, and realia can help them remember words better. Furthermore, the implementation of realia gives positive effect to the students' attitude in teaching and learning process. When the teacher implemented the use of realia in the teaching learning process, the pupils were observably interested in the lesson and motivated to learn. They became more actively involved in teaching and learning process. The pupils were eager in answering questions and doing exercises. The pupils were also willing to ask the teacher when they did not understand the material. The pupils were more enthusiastic in joining the class so that the teaching learning process became more effective. Teaching English using realia can improve pupils' achievement especially mastering English vocabulary. This also gives positive changes to the pupils' attitude in learning. The implementation of realia makes the pupils pay more attention, active and motivated in learning English. Also, the effectiveness of songs can be achieved because songs help the pupils to enjoying the learning process and songs make pupils easily to remember the new words by sing the song and doing the action of the song make pupils know what the lyric or new word is mean without asking another person or looking them up in the dictionary. One of the reasons is because young learners mostly learn concrete words, to which the technique is appropriately used. Other techniques such as Meaning definition and Contextual example were employed to more concrete words. Meanwhile, in presenting the form of vocabulary, the teacher mostly employed Presentation through Graphic Form technique since it was the only technique in presenting written form of planned vocabulary and the teacher employed this technique to all planned vocabulary she taught during the lessons. Before presenting meaning or form of vocabulary items, teachers need to notice some considerations such as the type of the vocabulary, the pupils' level and characteristics, and also the value of the techniques for the learners.

USED LITERATURE

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