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## THE ROLE OF REALIA

**Annotation:** The present work deals with the significance of using realia in teaching vocabulary. In the introduction part of the paper is given the topicality, aim, practical significance of chosen theme. The work shows a number of evidences pointing to the importance of using realia in teaching vocabulary.

**Key words:** realia, teaching vocabulary, topicality, practical, importance.

**Annotatsiya:** Mazkur maqolada so'zlarni o'rgatishda realianing o'rni va ahamiyati yoritib berilgan. Maqolaning kirish qismida tanlangan mavzuning dolzarbligi, maqsadi va amaliy ahamiyati bayon qilingan. Maqolada so'z o'rgatishda realianing muhim ahamiyatga egaligini ta'minlovchi bir qator dalillar sanab o'tilgan.

Ushbu ishning dolzarbligi shundaki realia bilan bog'liq mashg'ulot turlarining ta'limda o'quvchilar so'z boyligini oshirishdagi rolini o'rganish va uning o'quv darslarini mazmunli va samarali qilishdagi rolini ko'rsatish.

The actuality of this article is the investigation of realia activities in teaching vocabulary in the way of development of the vocabulary skills to enrich the word-stock of learners and making EFL classroom more effective teaching environment. In the first chapter is devoted to theoretical views on realia and its background usage in teaching.

The role and influence of English in today are gaining a higher speed in the world as well as in Uzbekistan. The main factors for this phenomenon include expanding communication with the world after gaining the independence and increasing speed and scope of information exchange in the global village. The dominant position in the internet space by the language of the published content is firmly held by English, which is a strong motivation to learn English for those who wish to promote their global competences. As it was mentioned since the declaration of independence the importance of the English language has been increasing in all aspects of Uzbek people's life. At the present time, reforms in the sphere of higher education in the country are being carried out under the leadership of the President. We can see this as an example of the adoption and implementation of the Strategy of Action on the five priority directions of development of the Republic of Uzbekistan in 2017-2021. The strategy for further development of the Republic of Uzbekistan, in the section on social development priorities, focuses on the development of education and science1:

- further improvement of the system of continuous education;
- continuing the policy of improving the quality of education services, training highly qualified personnel to meet the modern labor market needs;
- take targeted measures to strengthen the material and technical base of educational institutions by building, reconstruction and capital repairs, equipping them with modern laboratory equipment, computer equipment and teaching aids;
- radical improvement of quality of general secondary education, in-depth study of foreign languages, computer science and other important subjects such as mathematics, physics, chemistry, biology;
- improving the quality and effectiveness of higher education institutions through the implementation of international standards for the evaluation of quality of education and training, and gradually increasing the admission quotas for higher education institutions;
- promotion of research and innovation, creation of effective mechanisms for the implementation of scientific and innovative achievements, establishment of specialized research laboratories, high-tech centers and technologies at universities and research institutes. For the purpose of radical improvement of the system of higher education, radical revision of the content of personnel training based on the priorities of socio-economic development of the country, creation of necessary conditions for training highly qualified specialists in accordance with international standards The Decree of the President of the

Republic of Uzbekistan № PD-2909 outlines the most important tasks for further improvement and comprehensive development of the higher education system<sup>2</sup>. Each higher education institution maintains close partnerships with the world's leading scientific institutions, introduces the educational process with advanced pedagogical technologies, curricula and teaching materials based on international educational standards. attraction of highly qualified teachers and scholars from foreign partner educational institutions on the basis of introduction of master classes in educational and pedagogical activity, training courses on the basis of the system of higher education institutions of the Republic and other relevant issues such as organizing internships, retraining and professional development for faculty and staff.

Development of our own intellectual, scientific, and technical potential, as a factor for sustainable progress of our country, we immediately associate with further expansion of scientific, technological, and cultural links with prestigious research centers in the world, with the joint research on many important issues.

As a result of stable development and political, economic, social and educational reforms being carried out in Uzbekistan, scientists of the Republic carry out fundamental and applied research in many areas of modern science. The republic has world-class research schools and investigations in many areas are successfully conducted. English teachers are being trained in using modern methods of English teaching and attend local and international conferences. Old teaching methods are rapidly being replaced with modern ones. The teachers of the higher educational institutions in the country design curricula based on the students' needs and interests. Developing communicative competence of learners is a very important part of the curricula in ESP teaching for students who study English for different purposes: to deal with the foreign business partners in their jobs, to know it for their studies, to travel abroad to meet other cultures or on holiday, to read literature in English, etc. The new information technology devices and different modern approaches in teaching a language have been utilised since the early independence years and the generation of the new millennium has more opportunities to learn a language in the same level with native speakers of the language without visiting the language spoken country.

Taking into consideration the fact that the government of our country is doing a lot in order to develop foreign language teaching in Uzbekistan using modern methodology. As it is mentioned in the Presidential Decree № 1875 —On further measurements of developing foreign language teaching in Uzbekistan<sup>1</sup>, it is important to teach foreign languages using communicative methods, which enables teachers to encourage their students to become creative learners. In real-life communication, people use a variety of language skills –listening, speaking, reading, and writing. When people learn a foreign language, they usually want to make use of that language to communicate with people who speak the same language. They can find themselves in the need of understanding them and talking to them. Listening and speaking are, regardless of who the people using the language are, at least as important as the other skills to communicate. One should keep in mind that these skills are normally integrated in real life. The term integrated skills is frequently used as if it were almost synonymous with reinforcement. Viewed in this way, the process of integrating language skills involves linking them together in such a way that what has been learnt and practiced through the exercise of one skill is reinforced and perhaps extended through further language tasks which bring different skills into use. Here, the use of any skill may quite naturally lead to the use of other.

Some English teachers like to use new techniques to enhance students' learning. However, they look for those techniques out of the real world, instead of profiting from some classroom aids that are all around us. Nevertheless, it is the teachers' work to think about the best ways to use them. One of those techniques is to use realia in a creative way. Realia can help English teachers in the classroom to

enhance vocabulary learning.

Most foreign language teachers face many problems related to the lack of tools and materials which would make their work in the classroom an efficient activity, and at the same time, an enjoyable experience for learners.

Thus, considering the topic of this research, it is relevant to begin by defining what realia is.

To explain this word some people can say that realia's meaning is implicit in the same word, and they are right indeed. In English as Foreign Language settings, the word realia refers to the use of real objects as a means to teach English. However, according to the Merriam-Webster Dictionary (2007) realia are "objects or activities used to relate classroom teaching to the real life especially of peoples studied" and the dictionary also provides the origin of the word REALIA which comes from Late Latin, "neuter" plural of "realis" which means "real" and can be used in general pedagogy.

In order to demonstrate and to teach a language in the classroom, there are some real objects or materials that teachers can use. This is what teachers call realia. It is a supporting tool to make language acquisition and production possible. What realia does is to provide learners with concrete vocabulary that permits them to have a direct contact through the senses of seeing, hearing, smelling and touching the objects. As Richards and Rodgers (2003, p.111) say, real-world materials are brought to class by the students in the form of newspapers, signs, handbills, storybooks, and in the case of adults printed materials from their workplace are also another resource. Students also produce their own materials. Besides, realia does not have to be limited to food or drink. Calendars, coupons, magazines, and fashion may all be recycled to help open life into lessons, and help deal interest. As we can see there are many objects around us which can be used as material for teaching. Those materials can be brought to the class by the teacher and also by the students but the teacher can use the objects that are already in the classroom. Moreover, during the class the students can make their own supplies.

The uses of realia in language teaching

Some reasons for using real objects in the classroom to illustrate and teach vocabulary are:

The real aids such as realia are helpful tools to attract student's attention because they offer imagination and variety to the class and to the students too.

It is useful to open curiosity and maintain the interest in the real objects the teacher shows (Yilmaz, 2011,p.13).

The usage of realia is only narrowed by your imagination and possibly practicality too. Using realia motivates the mind, and makes vocabulary more unforgettable than an image would. Students can touch, smell, and with a food article, taste it. Realia saves time, as appreciation of an object is often instantaneous, elicitation of vocabulary becomes easier since it is simply holding up the object and showing it to the students.

As it was explained above, realia is a good aid to make students remember the new vocabulary because they experience vocabulary through the senses. All objects can be used in a foreigner English class. So,

it is feasible to employ realia to teach concrete vocabulary.

Moreover, as it involves the senses, it promotes creativity and the acknowledgment of the object as direct (Richards and Rodgers 2003).

Realia can be used as an icebreaker, and it serves as a valuable tool to encourage conversation. It also makes the students' minds concentrate on the object. When teaching English vocabulary to children, realia is a good option. For example, children love toys, so they can be used in a lesson. Realia can be used also to construct a dialogue, to tell a story, and to explain concepts such as traditions; realia is practical in teaching prepositions of place such as: on, in, under, next to, and in front of over. The teacher can take an object and put it on a box, in a box, under a box and so on. Finally, some of the ways we can help students to understand the meanings of new languages are illustrated by means of the use of realia.

According to Harmer, the following example shows how realia helps to learn vocabulary with beginners.

Example 1: „It's a pen!

“This is perhaps the easiest level at which to explain meaning. The teachers want students to understand the form „pen' so she holds up a pen and says „pen'. The meaning will be clear. She can do the same with words like „pencil', „table', „chair' etc. (...) some of the ways of helping students to understand, then - especially when dealing with fairly simple concepts - are: objects, pictures, drawings, gesture and expression” (Harmer, 1998, p 51). Therefore, realia is useful with children because it is a helpful instrument in making the abstract world, concrete.

Realia opens life into new vocabulary, and the opportunities of the students to remember the new words the teacher has taught them. For example, take the word, “sweet”. The possibility of calling to mind the word develops much higher after feeling the taste, touch and smell of an object. Taking into account the previous information, realia is a material used in second language acquisition. Richards and Rodgers, (2003) say that realia can be used in different approaches and methods. They explain that some methods require the instructional use of existing materials, found materials, and realia (p.29). So, it explains that most of the methods to teach English as a second language need materials. All those materials help teachers to enhance English learning in the classes.

The materials including realia should accomplish the following features:

Materials will focus on the communicative abilities of interpretation, expression, and negotiation.

Materials will focus on understandable, relevant, and interesting exchange of information, rather than on the presentation of a grammatical form.

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