

USING AUTHENTIC MATERIALS AND REALIA IN TEACHING ENGLISH

Ziurkhan Satniyazovna Toreniyazova

Teacher, Karakalpak Institute of agriculture and agro technology

Gulbakhar Kobeysinovna Otegenova

Teacher, Karakalpak Institute of agriculture and agro technology

ABSTRACT

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.

The actuality of this work is the investigation of realia activities and authentic materials 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 and its background usage in teaching.

Keywords: activity, cognitive development, pages, communicative language, ELT materials, foreign language, head Teacher, Input Language acquisition, Language consolidation, Language content, Language transfer.

Nowadays the teachers use the communicative approach but using authentic and realia materials (direct Method) and so on, but we should not forget to use music, films and dramas in class and always interact with our students. Authentic materials reflect the real use of language in culturally appropriate contexts.

They can be chosen according to learner interests or needs.

They naturally encourage students to be better readers and listeners.

They create excitement, provide a break in the routine, and motivate students.

Learners hear, read and produce language that serves a useful purpose.

Choose authentic materials that:

Align with the learners' interests and language proficiency.

Meet lesson objectives and illustrate authentic use of the language.

Reflect the style of English learners is most likely to hear and use.

Use good quality video, sound, print, and graphics.

Simulate authentic activities in the classroom. Vocabulary and ask them to learn the four English Skills, It enhances

kinesthetic learning by giving students hands-on experience. It helps visual learners.

The learning of a foreign language is one of the most important requirements in the syllabus of all students, in any area they decide to specialize.

In fact, one of the most spoken languages around the world is the English language. English has become a necessity to develop and understand different aspects of our daily lives for example: at watching TV, at reading books, magazines, at searching for information in internet, to get familiar with food names etc. As a result, the teaching of the English language has emerged and has become part of the school programs at all levels. In addition, what does it involve to be an English teacher currently? Exist many factors that are involved in the process of teaching like, the methodology that teachers use to transmit knowledge to students, the materials teachers use to teach the language, the classroom environment, the schedule in which teachers teach, the age of students, the learning styles used by the teachers and the learning strategies used by students. Considering that the interests of students who learn a foreign language vary from children, teenagers and adults. This paper will emphasize in teaching young children. Teaching English to children it is very different from teaching adults, teenagers or every other group. Some of the characteristics that define children are that they have their own knowledge.

Intelligence, skills, emotions, awareness, creativity, purposes, dreams, interests, what is more their own learning styles. Aspects that need to be taken into account when teaching English, in addition to the needs that emerge while teaching in the classroom to young children. Apart from learner, styles there are other problems teachers need to take into consideration such as (the syllabus the institution provides, the methods, materials) these are some difficulties learners face at learning English. Understand the value of foreign language for children have obvious benefits of communication and for children it is the easiest time to learn and play with the language. At this age, where the games and variety of resources have a great importance to understand another language and create contexts in which language is useful for children. The use of games pretends to help children to rehearse life for the real world and give them an opportunity to try out situations in order to learn to cope with them. Reilly & Warhol (1997:9) mentioned that games help to develop conceptual awareness, physical co-ordination creativity, and social skill. During the pre-school years; children can pick up a lot of language through the normal day to day routine of what we do in class: Greetings, instructions, develop

their coordination, their pictures become more recognizable and detailed, also they learn to do simple activities which involve cutting, sticking and folding according to Vygotsky the child is an active learner in a world full of people, these people play an important role in helping children to learn, bringing objects and ideas to their attention talking while playing Cameron (2007:6). All these implications of the language teaching are emphasized on the type of activities which children normally do at pre-school, adapted to language learning; Vygotsky mentioned to learn a foreign language at school involve the process and meaning that are already well developed in the native language and only translate them. Activities, most suited to very young learners are those, which involve songs, chants, rhymes, stories, drawings, colorings, cutting, sticking, games, puzzles, dressing up, acting with these they develop the skills of the new language learning. Willis (1996:5) defines language learning as a conscious process, because students try to analyze and understand the language in an aware way using their mother tongue. The learning of a foreign language is relevant with pronunciation methods of teaching used by teachers and specific material to learn the English language. In the teaching of a foreign language, children use the communication ability that is typically taught as “school subjects” and the purpose of communication is to understand vocabulary. Statement of the problem English language teaching in our countries has increased in the last decades, in order to have communication with other people. In terms of English teaching, one language aspect taught is vocabulary. Teaching vocabulary to students is very important at any, level of education due to students will be able to express ideas, feelings, emotion and actions. Probably one of teacher problems in kindergarten (basic level) is that children understand what teachers say; they will need an adequate verbal communication, gestures, making movements with their hands, use real objects and materials. Another factor that is considered relevant for teachers to teach English is good selection of, learning styles, methods and adequate materials for children. This study will focus on the use of authentic and real objects to increase and to improve use of the vocabulary in a kindergarten class. In the past the traditional strategy to teach vocabulary involved pre-teaching list of words, copying down definition from the board, and children spending endless hours looking up definition from dictionaries. These activities did not motivate children to understand the topic clearly. Fortunately, English teachers, who work in kindergarten, have different purposes of teaching. That is the reason this project was created to help teachers include the use of materials for

teaching English in kindergarten. As a result this project is based on the following aspects:* English teachers in kindergarten need more material to teach in a correct manner. And always use concrete materials to teach little kids as well as (remember)activities to get movements as games and songs; and finally can help children describe what they have learned. English teachers in kindergarten need more time to do their activities. Because the communication involves using the language in different ways, for example: interaction with objects, combination of images and writing, texts with images of movements or fixed as well as distinguishing real or imaginaries experiences. The children learn in lots of different ways.

The purpose of this project is to teach vocabulary in kindergarten using authentic and real materials. Everything has differences and similarities, the differences between authentic material and realia in this case, it is important to point out that authentic material is any kind of written or oral information that is expressed in a foreign language, and it does not have a teaching purpose. However, we, as teachers can use them to adapt them to our classes as a genuine language use. As teachers we can use our creativity to make students get involved in a real language context through different activities and games to work on writing, listening, speaking, reading, grammar and vocabulary. On the other hand, realia is something we can bring into our classroom in order to convey a specific meaning, so it can be a real object, props, object representations, etc. this type of material has a teaching and learning purpose.

In my opinion, realia and authentic material is a motivating generator so that students can be involved in the lesson. It is important to keep in mind that anything that helps us to have better classes is worthy.1.7 Specific objective The principal purpose of this study is that student's development the communication skill that is a vital part of the learning process. Hence the teacher can use some real material for that children could show positive attitudes in different activities and this can be a great in terms of the teacher-pupil relationship. In addition the teacher can create and adopt authentic material to teach vocabulary as a foreign language so that the children have a great imagination and they could create the activities in fantasy and reality. Indeed the teacher could demonstrate the advantage of authentic material in the teaching

REFERENCES

1. Combed, C. (2011). Assessing Vocabulary in the language classroom. Dubai:Retrieved from: www.christinecoombe.com Dublin & Olsten, (1986). Course design. Ed. Howard B. & Stevens. New York. NY: Cambridge University Press.
2. Ellis, R. (1994). The study of second language acquisition. New York, NY: Oxford University Press.
3. Felder, R., (1993), "Reaching the Second Tier: Learning and Teaching Styles in College Science Education", United States of America, Department of Chemical Engineering of North Carolina University.
4. Felder, R., and Silverman, L., (1988), "Learning and Teaching Styles in Engineering Education", North Carolina, Department of Chemical Engineering of North Carolina University.
5. French, V., (1983), "Techniques in teaching vocabulary", Oxford, Oxford University Press.
6. Grains, R., and Redman, S., (1986), "Working with words". Cambridge, Cambridge University Press.
7. Gower, R., Phillips, D. and Walters, S., (1995), "Teaching Practice Handbook", Oxford, Heinemann.

