

## TEACHING PRE-SCHOOL CHILDREN BY REALIA

Rustamova Nazokat

Student of Samarkand state institute of foreign languages

Karimova Afruza

Student of Samarkand state institute of foreign languages

### Abstract:

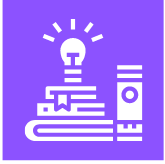
This article has been written to describe the process of teaching English language, especially, initial vocabulary source, using some educational ways which are usually known as realia, to find out the difficulties of teaching words to the pre-school students by using real objects and with the help of them to solve the problems found out in order to make the teaching and learning process much better. In addition, in this paper one can absorb information about benefits of using real objects in teaching classes and how to use them.

**Keywords:** learning styles, touchable, visible, realism.

It is true that English is considered as one of the world languages. There can be found many English speaking countries as a native one, moreover it is easy to find out learners who learn English as a foreign language. Because of the importance of English language in every situation such as learning, teaching, business, travel, and so on. In many non-English countries English is studied from the kindergarten. There are many aspects of holding English classes from early childhood's period: demand of learning English, much easier to teach young generation, to give fundamental source to children.

Well, the importance of language is very potential that's why teaching methods and techniques are also play big role in this process.

Many lecturers use completely different approaches and attention-grabbing, engaging activities to surround the pupils to subject. The foremost used things are: public executioner, Simon says, Board race, Word chain. However per very little learners age this sort of activities can't be appropriate. The pre-school youngsters learn by hearing and seeing. Among the young generation we are able to see each learning styles: per these English lecturers ought to notice some reasonably organized tools to show and improve their skills, embrace completely different learning designs.



From a few years, ESL lecturers use common tool called realia.

### What is realia?

Realia reinforces language skills and may be acceptable to each visual and kinaesthetic learners of all ages, additionally best appropriate for preschool learners. Most lecturers use realia to demonstrate that means of vocabulary words. In one word, realia is tool that rising vocabulary supply by mistreatment real objects by showing to the pupils, and by this repetition words or word compos one will simply learn English while not taking notes or synchronic linguistics.

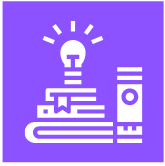
As the Indonesian teacher Ningtyas Orilina Argawati mentioned in his project, mistreatment of the realia will be 2 varieties. They are:

1. The important object are being learnt and it will probably show to the scholar, such as, stationeries (book, pencil, eraser, bag, pen, ruler, etc), things in the room (table, chair, blackboard, picture, chalk, etc), elements of the body (hand, hair, eyes, nose, ears, mouth, foot, etc), etc.
2. The duplicate of the thing if the important objects do not seem to be potential to awaken the room, such as, animals (cow, goat, frog, cat, lion, dog, etc), vehicles (bus, train, plane, motorcycle, etc), occupations (Doctor, soldier, steward, policeman, fisherman, etc) etc. As a substitute of the real object, the teacher will use dolls or toys. [1.21p].

How to use realia depends on teacher, he/she will show the important objects or the module of the items.

The advantages of the mistreatment realia is real objects brought into the room are going to be engaging and create the training expertise a lot of unforgettable for the learner. For examples, if the teacher goes to show vocabulary of fruit and vegetables it will be far more emotional for college students if they will bit, smell and see the objects at constant time as hearing the new word. This is able to attractiveness to a wider vary of learner designs than an easy flash card image of the piece of fruit or vegetable. It could facilitate the scholars to acknowledge the items and bear in mind the names simply.

*Realia* could also raise their interest to the lesson and avoid boredom during the lesson.



It is said that using *Realia* is aimed to make the students more active in receiving information during the learning process because the roles of the student are also important to support the lesson. It is stated by Michael McCarthy, “we concentrated on vocabulary presentation in the classroom very much from the teacher’s point of view, but success in vocabulary lesson crucially depends on the interaction between teacher and learners, and of the work the learner themselves put into the assimilation and practicing of new words.” (McCarthy, 1990:121).

However, there can be difficulties using realia in the kindergarten. For example, vocabulary topics are very various. The topics can be disorder to bring the real example of them: the huge animals, buildings or abstract concepts. Also, these methods are much noisy than others.

As before mentioned above, using realia can help the teaching English vocabularies to pre-school children learn English words more effectively. In bringing the material to the class, realia can make the learning experience more memorable for learners. The pupils also became more active in gaining information during the learning process because the roles of the effective methodological tool-realialia.

The process, surely, can be very amazing and interesting and also it depends on the teachers’ attitude and gaining the materials which belong to the topic.

### References:

1. “The Effectiveness of Using REALIA in Teaching English Vocabulary to the 3rd Grade of Elementary School Student in sd Bentakan i Baki Sukoharjo”, Submitted as a Partial Requirement in Obtaining Degree in the English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University, 2009
2. Schmitt, n. and McCarthy, m. (1990) “vocabulary: Description, Acquisition and Pedagogy”, Cambridge, Cambridge University Press.
3. Zukowski-Faust, J, (1997), “What is meant by Realia?”, Arizona, AZ- TESOL, newsletter, 18 (1), 9.
4. <https://bridge.edu/tefl/blog/use-realia-esl-classroom/>