

USING REALIA IN TEACHING ENGLISH TO ESL STUDENTS

Azimova Feruza Xujamkulovna.

Teacher of Jizzakh Polytechnic Institute. Jizzakh.region. Uzbekistan

Shaldarbekova Ayshe Baktashevna Republic of South Kazakhstan,

M.Auvezov university lecturer

Abstract: This article highlights the pedagogical aspects of developing learning competences of ESL students of using realias in English classes. In this article it is clearly shown the how relevant is to understand the realias for students in learning English. Also, several guidelines, and methods are provided for developing student learning competences in English classes.

Key words: realia, competence, cultural literacy, ESL learners

Introduction

Today as the world is changing rapidly, great attention is paying to learning foreign languages. There are many, reasons why learning a new language is a good idea. It allows to communicate with new people. It helps you to see things from a different perspective, or get a deeper understanding of another culture. It even has health benefits, as studies have shown that people who speak two or more languages have more active minds later in life. In fact, one in five people on the planet speak or understand at least a little bit of English. This makes English one of the most useful languages you can learn. Realia for ESL can make the learning experience more memorable and create connections between objects and vocabulary words or other language concepts. This can make it easier to recall information.

Review and Discussion

What is realia? Realia are the words that denote special features of culture, everyday life, folklore and historical epochs of cultures, within they exist. Belonging to only one culture, they do not have any equivalentents in the other.

Realia refers to authentic objects from real life that one uses in the classroom to teach a specific concept. Realia can be both physical and virtual, as long as it is

something used in the real world.

As Vinogradov V emphasizes realia is a word that expresses a reality or event that belongs to a single language group. Realias belong to a group of words that are inextricably linked to the culture of a particular nation but are completely foreign to another nation. In the early stages of language learning, the learner may encounter realities. Very common realities include topographic place names, household item names, art-related words, and so on.

Vlaxov S. and Florin S. interpret a group of realities encountered in communication through transcription. In their view, realities with a national color can be transmitted through transcription and translated using a functional element of reality that represents a false reality.

So, realias, that is, words denoting the objects, concepts and situations that do not exist in the practical experience of people who speak a different language. This includes words denoting various items of material and spiritual culture, peculiar only to a particular nation, for example, the names of:

- a) national dishes: e.g. xolva, patir non, palov, xandon pista, pashmak, oqchoy, shirqovoq;
- b) the types of folk clothes and shoes, dance: e.g. munajat, yor-yor, kovush, kalish, paranji;
- c) the types of folklore: e.g. yallama, yor-yor, ziyofat, afandi;
- d) phrases denoting political institutions and social phenomena specific only to a certain nation: e.g. domla, mirza, oqsoqol, qalandarboshi;

Readers of English can not catch the meaning of the phrase —nahorgi oshl. In Translation we may give a description or use the footnote technique. Nahorgi osh – (gathering of men and eating pilaf together early in the morning/ at dawn on special occasions such as: weddings or new baby arrival ceremonies.)

Similarly, in the English language there are no matches for Uzbek nouns: pudding, mousse, muffins. On the other hand in the Uzbek language there are no lexical correspondences to English words: glimpse, floorer, exposure (in the sense of liability to the forces of nature: rain, sun, wind, cold).

Methods

In teaching realia to ESL students can be incorporated into a ton of fun activities that can liven up your in-person or virtual classroom and get students excited about learning English. Here are some methods to be used in teaching realias while teaching English to ESL learners.

Method 1. Following directions

One of best ways of using realia is to give students directions to carry out with the objects. For example, if you're teaching prepositions, have students take out the items from their pencil bags, and give directions like, —Put the pencil under the eraser|| or, —Put the eraser in the pencil bag.|| Or, for a lesson on comparing objects say, —Hold the pencil higher than the eraser.|| It's a great way to make students active participants in the lesson. Again, this game can easily be played in both the physical or virtual classroom.

Method 2. Guess what it is.

Fill a bag with realia and have students take turns trying to guess what one of the objects is by putting their hand in the bag and feeling it. They can use vocabulary to describe the object to their classmates as they guess. Also this game can be adapted to the virtual classroom by hiding an object in a bag or under a cloth. Students can look at the shape and listen to you describe the object (e.g., it's heavy, soft, it's round, etc.) while they try to guess what it is.

Method 3. Act out a scene

It doesn't matter what concept you're teaching, acting out scenes and roleplaying is a wonderful way to help students memorize the material and encourage speaking skills through

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