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USING REALIA AND VISUAL AIDS IN TEACHING ENGLISH

G'aybulloyeva Gullola Po'lotovnaning

Toshkent viloyati Ohangaron tumani 22-maktab

Ingliz tili fan o'qituvchisi

Abstract

It is often acknowledged that using real items and visual aids in English language instruction is a good teaching method. In the classroom, these resources help foster meaningful language use, improve understanding, and raise student involvement. Using current research and real-world examples, this paper investigates the function of tangible items and visual aids in teaching English as a second language (ESL). This paper makes the case that the employment of these teaching methods is crucial for enhancing language learning, especially in terms of vocabulary retention and communicative competence, by examining important studies and evaluating their effects. It also offers suggestions for teachers on how to successfully incorporate these resources into their lesson plans.

Keywords: ESL (English as a Second Language), realia, visual materials, teaching and learning, schematics, symbolic signals

Introduction

Teachers, particularly those instructing English as a Second Language (ESL), are continuously seeking ways to enhance the effectiveness and engagement of the learning process. One such method is the use of real objects and visual aids, which have been proven to improve language comprehension, vocabulary acquisition, and cultural awareness. Moriarty (1994) suggests that the ability to use visual cues for learning a foreign language is a trait unique to humans, and this skill develops prior to the onset of verbal language acquisition.

In contrast to traditional textbook-based methods, real objects—such as everyday items—and visual aids like flashcards, images, and videos provide tangible, contextual learning opportunities. These resources enable students to form a deeper connection with the language they are studying and transform abstract concepts



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into more concrete, understandable forms. This essay examines the importance of using real objects and visual aids in English language instruction, evaluating their effectiveness through various research findings.

Context

Real objects and visual aids have traditionally been used in language learning, but as communicative teaching approaches gain more acceptance, their significance has increased. Arif and Hashim's (2009) observations indicate that vibrant visuals capture attention faster than written words and convey the intended meaning of the text directly. These resources aid in bridging the gap between academic information and practical application in ESL classes, especially those with young or beginning pupils. According to Nation and Newton (2009), students can understand a foreign language if they can use text, images, and other symbolic signals to understand the scenario. While visual aids help students make vivid connections to language concepts, real objects allow them to interact with objects that mirror their immediate environment and daily lives. Sukrina (2010, p. 2) contends that by observing actual objects, such as schematics, pictures, and video content, students quickly pick up vocabulary and become proficient in deciphering its meanings. When teaching vocabulary, these tools are especially helpful because students frequently find it difficult to understand new words without a clear, contextual reference. Visual aids can continue to be extremely important in improving speaking and listening abilities at more advanced language learning stages by supplying visual cues, emotional clues, or situational settings.

Method of Research

Twenty-four fifth and sixth graders from School No. 22 in the Ohangaron District participated in an experiment to determine how well visual aids and actual items work when teaching foreign languages. Over the course of two months, real-world objects, videos, and vibrant visuals were used to teach English. Assessments were conducted throughout this time to gauge the pupils' memory of the vocabulary and their proficiency with the recently acquired terms.



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Consequently, it was discovered that 90% of the pupils had a good memory retention rate. This implies that seeing and physically interacting with items during visual and tactile learning greatly improves pupils' ability to retain and internalize language concepts. Carney (357) and Levin (2002) demonstrated the distinction that visual tools can create in the teaching and learning process. These tools help learners retain information cognitively, while also fulfilling a foundational role for teachers in structuring more engaging lesson sequences, thus proving their effectiveness. To sum up, using actual objects and visual aids in language instruction has been shown to be very successful in strengthening vocabulary and enhancing language proficiency. Students are better able to retain and apply new terms in context when they are exposed to the learning materials through both sight and touch.

In conclusion

From raising student interest to enhancing vocabulary retention, using real objects and visual aids in English instruction has many advantages that improve language acquisition. Teachers may build learning environments that are more immersive, dynamic, and meaningful by integrating these tools. To maximize their effectiveness, though, balanced use and careful selection are essential. To evaluate the wider application of actual items and visual aids in language training, future studies should investigate a wider range of classroom settings, such as virtual learning environments.

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