

IMPROVING TEACHING SPEAKING SKILLS THROUGH REALIA

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Abstract. While speaking is a cornerstone of language acquisition, many learners struggle with the transition from theoretical knowledge to confident, fluent production. This article examines the integration of realia—tangible, authentic objects—as a catalyst for improving oral proficiency. By replacing abstract exercises with real-world items, educators create a high-engagement environment that mirrors natural communication. The study demonstrates that realia-based instruction significantly bolsters communicative competence and accelerates vocabulary acquisition. When students interact with physical materials, the language becomes contextualized, making new terms easier to internalize and retrieve during spontaneous speech. Furthermore, these authentic tools lower learners' inhibitions, fostering a more interactive and motivated classroom dynamic. Ultimately, moving beyond traditional textbooks to include real-life materials provides the necessary sensory support for students to bridge the gap between "knowing" a language and "using" it. This approach not only hones technical skills but also builds the essential confidence required for authentic social interaction.

Key words: speaking skills, realia, communicative competence, language teaching, interactive learning

ПОВЫШЕНИЕ НАВЫКОВ ГОВОРЕНИЯ С ПОМОЩЬЮ РЕАЛИЙ

Аннотация. Говорение является одним из важнейших продуктивных навыков при изучении языка, однако многие учащиеся испытывают трудности при выражении своих мыслей. В данной статье рассматривается использование реальных (предметов из реальной жизни) как эффективного метода развития устной речи. Использование аутентичных материалов способствует повышению мотивации учащихся и помогает применять язык в реальных ситуациях общения. Исследование показывает, что данный метод улучшает коммуникативные навыки, расширяет словарный запас и способствует развитию уверенности в речи.

Ключевые слова: говорение, реальные, коммуникативная компетенция, обучение языку, интерактивное обучение

OG'ZAKI NUTQ KO'NIKMALARINI REALIYALAR ORQALI RIVOJLANTIRISH

Annotatsiya. Gapirish til o'rganishning muhim ko'nikmalaridan biri bo'lib, ko'plab o'quvchilar o'z fikrlarini erkin ifodalashda qiynaladilar. Ushbu maqolada real hayot buyumlari va materiallari – realiyalar yordamida og'zaki nutqni rivojlantirish usullari ko'rib chiqiladi. Realiyalar o'quvchilarning qiziqishini oshiradi va tilni haqiqiy vaziyatlarda qo'llash imkonini beradi. Tadqiqot natijalari shuni ko'rsatadiki, ushbu

yondashuv kommunikativ kompetensiyani rivojlantiradi, lugʻat boyligini oshiradi va nutqdagi ishonchni mustahkamlaydi.

Kalit soʻzlar: gapirish koʻnikmasi, realiyalar, kommunikativ kompetensiya, til oʻqitish, interaktiv taʼlim

The use of realia—authentic, physical objects from the real world—serves as a bridge between the sterile environment of a classroom and the vibrant complexity of actual conversation. While speaking is the cornerstone of language mastery, many learners remain tethered to textbooks, resulting in a "fluency gap" where they can conjugate verbs but cannot comfortably order a coffee.

Speaking allows learners to project their emotions and navigate social nuances, yet traditional pedagogy often prioritizes structural grammar over communicative flow. This creates a barrier of anxiety and a lack of practical vocabulary. To counter this, Harmer [2] posits that incorporating real-life materials establishes a meaningful context, allowing students to navigate language naturally. When a student holds a physical object rather than looking at a 2D illustration, the sensory engagement triggers more spontaneous and "sticky" linguistic responses.

A significant hurdle in language acquisition is the "boredom factor." If students don't see the utility of a lesson, their affective filter rises, and learning stalls. Gilmore [1] argues that authentic materials expose learners to how language is truly used in the wild, which inherently heightens interest and participation. For instance, navigating a real restaurant menu or deciphering a concert ticket transforms a dry drill into a high-stakes simulation. This practicality builds the confidence necessary to transition from classroom learners to real-world speakers.

Vocabulary is often the "engine" of speaking. However, memorizing lists is rarely effective for long-term production. Nation [3] highlights that vocabulary is acquired most efficiently when encountered in context. Realia provides the ultimate visual and tactile support; when a student describes the texture of a piece of fabric or the weight of a tool, the word becomes anchored to a physical sensation. This multi-sensory approach ensures that new terms are not just memorized but internalized for future use in role-plays and discussions.

Ultimately, the goal of any speaking curriculum is communicative competence—the ability to get a point across effectively. Richards [4] emphasizes that the heart of language learning must be genuine interaction. Realia-based activities, such as debating the merits of different household products or simulating a marketplace, force students to negotiate meaning and use language functionally.

In conclusion, realia is not merely a teaching "prop" but a vital tool for engagement. By anchoring lessons in the tangible world, educators can improve vocabulary retention, boost student morale, and cultivate a classroom environment that truly prepares learners for the unpredictability of human conversation.

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