

SOME QUESTIONS OF TEACHING STUDENTS TO ENGLISH VOCABULARY

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Annotation: Teaching English language vocabulary includes a fairly wide range of questions, general and private, each of which could serve as the topic of a separate work or subject of scientific research.

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In teaching English vocabulary, as well as other aspects of the language, two sides stand out: the assimilation of lexical units and their purposeful use. The mastery of English speech has a definite structure: first, perception, assimilation, memorization of linguistic material occurs, then this material is reproduced as necessary. The stage of perception, assimilation, memorization and the stage of subsequent reproduction are interconnected in such a way that the levels of depth, clarity, completeness of assimilation are determined by the level of reproduction, as well. the level of reproduction, in turn, depends on the nature of the use of the acquired material. Thus, the level of reproduction and the level of perception and self are in a certain correspondence. Both aspects must be dealt with on the basis of one and the same.

As long as the learning objectives are such that they require profound mastery of the language material, the level of performance should be high in all parts of the process of mastering lexical units. Its decrease in one of the links can disrupt the whole process and lead to the inability for the student to engage

in speech activity based on the use of this vocabulary. The purpose of practical classes in English is the development of speech, i.e. development of speaking, reading, listening and writing skills. At all levels of education, the development of speaking and speaking skills remains one of the urgent, but still insufficiently developed issues. It is undoubted that the foundation is created at the initial and middle stages, and the success of practical mastery of the language at the next stages depends on how it is correctly and firmly created. We note that the creation of the correct framework presupposes, along with other factors, the selection and use of such forms and methods of working on vocabulary that would correspond to teaching both a certain type of speech activity and the actualization of a certain language material. Consider this situation in relation to the practice of teaching Russian to students in higher educational institutions. Mastering one or another type of speech activity with students is carried out in two directions: on the material of the general literary language and on the material of the scientific style of speech, i.e. taking into account the specific language of the future specialty of students. The members of the s academic language material on stylistic grounds due to practical tasks and emanating from them methodological expressions. To develop speaking skills on specialty topics, it is necessary to develop the skills of reproducing the read text and the ability, by analogy with the read text, to generate one's own statement. It can be assumed that the text is the source of replenishment of the vocabulary of students with a lexical scientific style. The development of speaking skills on the topics of everyday communication, the ability to independently express thoughts and feelings by means of a non-native language represents the highest level of learning difficulties. To teach active oral speech, we recommend that students give not text, but building material from which they can build themselves, or, as they say now, generate speech. The teacher should give a set of constructions and a specific list of lexical material. Substituting all these words into the construction data, one can

obtain an infinite number of variants representing logically related speech products. Students studying with creative teachers who work on limited language material can speak non-stop for 10-15 minutes on one of the topics of everyday communication provided for in the program, it is possible to speak a lot with the help of small language means thanks to the developed ability to mobilize and combine the studied vocabulary grammatical material. From what has been said, it follows that thematic lists, which include not only thematically fixed words, but words with widespread use, necessary for constructing a sentence, can also be a source of replenishing the vocabulary of students with everyday vocabulary. Based on these words, students create their texts on the educational conversational topic. There is no need to prove how much this form of work on the development of speech, and at the same time on developing skills in the correct use of words, is more effective than the uniform retelling of text from a textbook on the same topic by all or several students. Consequently, the topics of everyday speech communication are numerous and diverse, and everyday topics themselves occupy a very modest place among them. However, as the analysis of textbooks, manuals, and observation of the educational process over a long time shows, in the practice of teaching foreign languages, including Russian as a foreign language, much more attention is paid to household vocabulary than necessary. This happens completely involuntarily, not purposefully and is explained, in our opinion, by the following circumstance. Teaching foreign language speech in a typical case, as a rule, begins with everyday topics, with specific vocabulary denoting subjects surrounding students. Concrete vocabulary is easier to remember, which makes it easier on the basis of this particular vocabulary to introduce language material of other levels - phonetics, morphology, syntax. It is noted that later, as one progresses in mastering languages and expanding vocabulary, when introducing, fixing and even repeating a grammatical phenomenon, preference is given to everyday vocabulary. For teaching English

vocabulary of students to be truly effective, it is necessary to take into account certain objectively existing laws of the learning process, the rules governing this process, and to build a methodological system on their basis. The patterns of learning vocabulary, methodological rules, and recommendations are derived from long-term practice of language teaching, and scientist methodologists based on the achievements of related sciences and experimental studies. In the indefatigable comprehension by teachers of general laws and particular methodological rules, in the enrichment of the arsenal of methodological techniques - the key to the success of training. Systematic and focused work on vocabulary is built according to a certain scheme. The process of assimilation of lexical units goes through several stages, or steps, on each of which its own tasks are solved. Possession of English language is characterized by a highly developed speech skills. The development of speech skills can be realized if speech skills have already been developed. To increase the effectiveness of learning, it is necessary to create such conditions for the perception of linguistic material that would most fully take into account both the motivational and informational aspects of human activity. One of the main tasks of teaching Russian to students is the communication of pedagogically significant, essential information of both educational and educational content through the studied language material. A necessary condition for the purposeful perception of educational language material is the interest in these messages. The problem can be considered quite developed. As for the translation, its role and place in the general system of teaching languages and in relation to the explanation of the meaning of a foreign word, the most contradictory opinions are expressed. A positive or negative attitude towards translation is determined by the basic methodological concepts of the teacher. Extreme positions - a passion for translation or a complete rejection of it - did not lead to positive results.

Sometimes a translation is needed - explanation, that is, description, interpretation of the meaning of the Russian word in the native language of students. This technique applies to those words that do not have an exact translation, and also in the case when the concept conveyed by a new word is unknown to them. The methodology of teaching vocabulary is essentially a limitless section of the general methodology of teaching Russian as a foreign language.

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