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METHODICAL APPROACHES TO TEACHING VOCABULARY

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Abstract: Vocabulary is the first and foremost important step in language acquisition. In a classroom the foreign language learning can be made interesting and efficient, interactive and interesting with the introduction of appropriate vocabulary exercises. This paper is an attempt to study and explore the various methodologies that can be incorporated in the teaching of vocabulary items in a language classroom.

Key words: business game, educational process, professional interests, needs and skills, development, participants.

The teacher should try to get the meaning to the class without using translation. This is not preferable on the ground that translation may or may not provide the meaning of the word accurately and precisely. It is advocated as it enables the class to go without grasping the meaning of a word that they have learned to pronounce rather than to depend upon the translation.

Teaching vocabulary requires use of all senses to get the best results and best memory retention possible.

Definitions in the target language may be very handy if they are expressed in terms that are better known or more easily guessed than the word that is defined. In this direction teachers and students can refer to authentic and reliable dictionaries.

The context makes the situation clear, and this in turn illuminates the meaning of the new word. This practice saves time and develops an intensive reading habit and better understanding.

When one member of a pair of opposites is understood, the meaning of the other can be easily comprehended. This helps the student to understand the different shades of meanings of a word.

A synonym may be used to help the student to understand the different shades of meaning if the synonym is better known than the word being taught. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly.

This method can be practiced at ease. It can win the favour of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or demonstrated.

Real objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous.

The meaning of words such as the months of the year, the days of the week, the parts of the day, seasons of the year, ordinal numbers, cardinal numbers, etc. that form part of well-known series can be made clear by placing them in their natural order in the series.

The parts of complex and compound words may be more common than the words themselves. Separating such words into their component parts generally elaborates the meaning.

Most words have a variety of restrictions on their use. Systematic descriptions of these restrictions and idiomatic uses would be laborious and not very effective

in teaching. It is better to give appropriate examples that elucidate the range and variation of usage.

This is controlled practice in which the class does not create new uses or new contexts but simply recalls the ones presented. There are many types of practices for this purpose. Pictures, realia, context, and dramatization can be used. Series and systems can also be used.

Reading words aloud is also very beneficial. It makes a learner familiar with the word and also improves pronunciations of the learners.

It will enable the class to write the new word while the auditory memory is fresh, even if the objective is only to read. Writing or copying the word from the blackboard will give the student a chance to understand the grammatical aspect of the word such as noun, verb, adverb, adjective etc.

Under this practice, the teacher provides a context by description or through reading which elicits the use of the word. The learners should be asked to pay attention to and develop an attitude or a point of view which he defends or attacks.

Teachers can also use the following strategies, suggested by Alise Robston to help students learn vocabulary from active speaking and active listening engagements:

Reading passages - in order to train students to actively listen for vocabulary words, teachers can use a selection of reading passages that range from simple to complex to strengthen vocabulary skills.

Student selection of reading material - allowing students to select their own reading material with an assignment that requires them to list at least 10 vocabulary words with definitions will help them construct a vocabulary portfolio.

Using assistive technology/references/resources - with any vocabulary experience, students should have designated assistive technology or software or reference materials to look up words and define them.

Teaching word parts - an active listening tip would be to teach students how words are constructed into meaning by breaking them down into word parts (i. e. reconstruction vs. deconstruction are great examples).

Teaching vocabulary requires from a pedagogue as a teacher to keep learning, looking and researching.

English lessons on video are highly recommended when teaching vocabulary as the connection between hearing the spoken word, seeing the visual object and written word is highly valuable. The learner's vocabulary can only expand if you keep exposing them to new words and practical situations. The lessons cover basic greetings and helpful common phrases. Areas of grammar, tenses and vocabulary builders like the alphabet, vowels, colours, numbers and shapes are also valuable teachings.

When teaching vocabulary, you should inspire creativity as much as possible to keep the level of interest and excitement high. Get students to create colourful, bold street signs, posters, bill boards, magazine covers, flashcards, calendars, weather forecasts, newspaper headlines and news presentations using colours, numbers, shapes and letters. A written, creative project can then be given as an oral presentation and a class discussion can follow.

An efficient language teacher can use selected vocabulary activities or can use integrated activities. All this depends upon ability and level of understanding and interest of the learners. There is no sure fire remedy or method to enhance vocabulary in a day or two. A student's vocabulary bank can be enriched on a

gradual basis and one should always show keen interest and enthusiasm in finding, learning and understanding new words.

Having a large vocabulary and understanding a huge selection of words makes communication a lot easier to navigate. Through using the four main skills of speaking, reading, writing and listening, vocabulary expands and strengthens. Teaching vocabulary takes times and patience.

We have come to the conclusion students, having learned vocabulary are able to:

- a) Connect the new word to something they know already.
- b) See how the new word is used and defined in multiple contexts. The more of these you can draw from students' class materials, the better.
- c) Identify the new word's structural elements such as its roots, prefix, and suffix.

Thus, we can see that teaching vocabulary is a vitally important part of the foreign language learning. Efficient methodologies and creative approaches can make the teaching process more interesting and efficient. Such approaches will simplify the work both of teachers and students.

Literature

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