

EFFECTIVE VOCABULARY INSTRUCTION FOR ENHANCED LITERACY DEVELOPMENT FOR CHILDREN

Sodikova Lazizaxon Dilshodbek qizi,

English teacher at New Generation Andijan School

Andijan region, Altynkol district

Abstract. *This article explores the critical role of vocabulary in children's language development and reading comprehension. Traditional methods of vocabulary instruction, such as introducing a list of words for memorization and testing, are insufficient in fostering deep word knowledge. Instead, effective vocabulary instruction should emphasize both direct and indirect learning strategies. Drawing on Michael Graves' four-ply plan, the article highlights the importance of teaching individual words, word-learning strategies, and fostering word consciousness. Recent research shows that extended conversations with adults, including modeling rich language, asking open-ended prompts, and providing meaningful feedback, significantly enhance children's vocabulary acquisition.*

Key words: *vocabulary, memorization, testing, direct and indirect learning strategies, teaching individual words, word-learning strategies, and fostering word consciousness.*

Аннотация. *В этой статье рассматривается важнейшая роль словарного запаса в развитии языка у детей и понимании прочитанного. Традиционные методы обучения словарному запасу, такие как введение списка слов для запоминания и тестирования, недостаточны для развития глубоких знаний слов. Вместо этого эффективное обучение словарному запасу должно подчеркивать как прямые, так и косвенные стратегии обучения. Опираясь на четырехслойный план Майкла Грейвса, в статье подчеркивается важность обучения отдельным словам, стратегий изучения слов и развития словесного сознания. Недавние исследования показывают, что расширенные беседы со взрослыми, включая моделирование богатого языка, задавание открытых подсказок и предоставление содержательной обратной связи, значительно улучшают усвоение словарного запаса детьми.*

Ключевые слова: *словарный запас, запоминание, тестирование, прямые и косвенные стратегии обучения, обучение отдельным словам, стратегии изучения слов и развитие словесного сознания.*

Annotatsiya. *Ushbu maqola bolalar tilini rivojlantirish va o'qishni tushunishda lug'atning muhim rolini o'rganadi. So'z boyligini o'rgatishning an'anaviy usullari, masalan, yodlash va tekshirish uchun so'zlar ro'yxatini kiritish, chuqur so'z bilimni shakllantirishda yetarli emas. Buning o'rniga, lug'atni samarali o'rgatish to'g'ridan-to'g'ri va bilvosita o'rganish strategiyalarini ta'kidlashi kerak. Maykl Gravesning to'rt qavatli rejasiga asoslanib, maqola alohida so'zlarni o'rgatish, so'zni o'rganish strategiyalari va so'z ongini rivojlantirish muhimligini ta'kidlaydi. So'nggi tadqiqotlar shuni ko'rsatadiki, kattalar bilan kengaytirilgan suhbatlar, jumladan, boy tilni*

MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS

modellash-tirish, ochiq maslahatlar so'rash va mazmunli fikr-mulohazalarni taqdim etish bolalarning so'z boyligini sezilarli darajada yaxshilaydi.

Kalit so'zlar: *lug'at, yodlash, test, to'g'ridan-to'g'ri va bilvosita o'rganish strategiyalari, alohida so'zlarni o'rgatish, so'zlarni o'rganish strategiyalari va so'z ongini tarbiyalash.*

Vocabulary is the foundation of effective communication and comprehension. It encompasses not only the words we know but also our understanding of their meanings and how to use them in context. In the realm of reading, vocabulary plays an essential role in enabling us to decode, comprehend, and engage with texts. However, traditional methods of vocabulary instruction—such as memorizing lists of words and their definitions—often fail to provide students with a deep, functional understanding of language. While this approach may allow children to learn a few hundred words per year, it is not sufficient to foster the kind of rich vocabulary needed to support long-term academic success.

Vocabulary refers to the words we must know and understand to communicate effectively. It is the knowledge of words and word meanings. Reading vocabulary refers to words we recognise or use in print. The words we need to know to understand what we read

Let's look for a moment at the ways vocabulary has historically been taught. The standard approach is to introduce a list of words to children on Monday. Children study definitions of the words, craft sentences using the words, and then on Friday take the vocabulary test. Most often children learn to spell the words as well as learning their meanings.

In addition to this type of instruction, most teachers look for opportunities throughout their day to pay some additional attention to vocabulary. Perhaps by introducing some new words in reading lessons, or adding the technical vocabulary in science or social studies lessons to a word wall.

With this approach to vocabulary instruction we can, at best, teach between 300 and 800 words. This is not enough. Vocabulary instruction that relies on expanding children's vocabularies one word at a time will not help us reach our goals in growing and expanding a child's repertoire of words. Instead let's consider vocabulary instruction that takes some of the indirect and direct methods of the past, connects them to children's identities and to quality literature, and focuses on children really knowing words. Because when we really know a word, it is a part of both our receptive and expressive language. We appreciate it, use it in oral communication, chose it for our writing, and make sense of it in our reading.

The question of how to include vocabulary in our instruction begins by making a potential shift in our thinking. We want to understand how we can teach vocabulary so that children can become better readers, writers, and thinkers... NOT how we can teach children to memorize the definitions of certain words. Again, the ultimate goal of vocabulary instruction is to help children to really know words. We know that strategies

like taking vocabulary tests or looking up words in a dictionary and writing them in sentences don't result in real word learning. Instead, we need to consider what we can do to foster authentic word learning in children.

Michael Graves, author of *The Vocabulary Book*, provides us with a four-ply plan that includes both implicit, or indirect vocabulary learning, and explicit, or direct vocabulary learning.

Direct vocabulary learning refers to children learning vocabulary through:

- Teaching individual words
- Teaching word learning strategies
- Fostering word consciousness

To decide what words we will teach, the 3-Tier system we learned about earlier will be most helpful. When we read aloud to children, we want to highlight a couple Tier 2 or 3 words, depending on the text. In a fiction text, you are more likely to encounter Tier 2 words like *persistent*. In a non-fiction text about plant life, for example, you are more likely to encounter a Tier 3 word like *photosynthesis*.

To decide when will we teach these words, we need to think about the opportunities we have throughout the school day. Remember, we know that teaching words out of context, or for no purpose, is not beneficial to children.

Recent Research Results

Extended conversations rest on three pillars: adults' (1) modeling of rich language for children,² (2) asking children open-ended prompts,⁹ and (3) providing meaningful feedback on what children have said, resulting in multiple conversational turns.^{6,10-12} These three components of conversation can be used in a variety of contexts and settings but have often been studied in interactive book reading, where an adult reads a text aloud and poses questions to involve children,¹³ and in play, where an adult supports children in acting out a life experience (e.g., pretending to be in a restaurant), building a structure, playing a game,¹⁴ or other activity.

Modeling rich language. Children who hear more words in their environment build larger vocabularies, as early as 3 years.^{15,16} Further, when those words include sophisticated and varied vocabulary, as well as complex syntax, children demonstrate stronger language outcomes over time¹⁷. Children benefit when adults vividly describe the world, narrate their own actions, and detail what children are doing when they work or play. In addition, reading books with children exposes them to syntactically complex prose¹⁸ and new words and ideas, often with pictures to share their meaning.¹⁹ For example, the classic book *The Name Jar*²⁰ contains rare words such as *groove*, *wrinkled*, and *cabbage*, all embedded in sophisticated, multi-phrase sentences.

Open-ended prompts. While hearing language is important, children also need to use language for themselves. Adults can ask open-ended prompts, which have more than one correct answer and generally require a multiple-word response.⁹ These prompts often begin with question words such as "why" and "how," or statements inviting children to "describe" or "tell me more." Open-ended questions are powerful scaffolds during

interactive book reading, as they encourage children's discourse about narrative and informational texts, and during play, when they invite child thought and talk. For example, while children pretend to work in a grocery store like the one in *The Name Jar*, a teacher could ask, "Tell me what kinds of foods you sell here!"

Meaningful feedback. While open-ended prompts serve as the opening volley in a back-and-forth exchange, the adult must provide meaningful feedback to the child to create a full conversation. Ideally, a conversation includes five or more rounds of adult-child exchanges.⁶ Feedback can take myriad forms,²¹ but two have particularly strong evidence of effectiveness for child language. First, linguistic expansions affirm the gist of a child's response while restating the child's response with more sophisticated language structures.^{22,23} When reading *The Name Jar*, for example, a teacher might ask about how Unhei, the main character, feels as friends mispronounce her Korean name, to which a child might respond, "Sad." The adult could affirm and extend the child's remark with an extension such as, "That's right; she's feeling very sad as she sits on the bus." Here the adult models a grammatically complete sentence for the young speaker. Second, conceptual expansions involve adding a new idea, such as a vocabulary word or fact, to a child's response, helping children connect concepts.¹⁰ For example, the teacher might augment her linguistic expansion by adding, "She's realizing that she's unique or different from her new friends." Here the teacher adds several new ideas, including the vocabulary term unique.

Vocabulary plays an important role in word recognition. A student is more likely to be able to read a word if they find a match between the word on the page and a word they have learnt through listening and speaking. This also supports them to read related words.

Vocabulary is also the key to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean. As children learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary.

Dr Deslea Konza says that the number and variety of words that children know in the preschool and initial years of schooling, is a significant predictor of reading comprehension in the middle and secondary years of schooling and of broader academic and vocational success.

It's clear that reading is so much more than decoding. The meaning is wrapped up in vocabulary and comprehension.

Consider this: With several years of Spanish under my belt, I can read Spanish almost fluently. The decoding process in that language is much more straightforward. But my Spanish vocabulary is weak and rusty. I can read a passage perfectly, but still struggle to understand what it means.

This is the case with our young readers as well. Without vocabulary skills, reading and writing become labored and meaningless.

In conclusion, vocabulary is fundamental to a child's ability to understand, engage with, and excel in reading, writing, and thinking. It extends far beyond the simple memorization of words and definitions. Effective vocabulary instruction requires a balance of both direct and indirect strategies, focusing

MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS

not only on teaching individual words but also on developing word consciousness and strategies for independent word learning. Children benefit from exposure to rich, varied language through meaningful interactions with adults and the incorporation of vocabulary into daily activities. When vocabulary is taught in context and is connected to children's lives and experiences, it enhances their comprehension and academic success, laying a foundation for lifelong learning. Moreover, promoting vocabulary acquisition is not only an educational issue but also a social justice concern, as access to rich language directly impacts literacy outcomes and broader opportunities in life.

USED SITES

1. <https://learn.cli.org/building-blocks/vocabulary>
2. <https://www.child-encyclopedia.com/language-development-and-literacy/according-experts/let-children-talk-strategies-foster-early>
3. <https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/effective-reading-in-the-early-years-of-school/vocabulary>
4. <https://notjustcute.com/2017/06/13/language-for-literacy-the-importance-of-building-vocabulary-in-preschool/>

