

TEACHING VOCABULARY OF THE ENGLISH LANGUAGE

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*Andijon viloyati Shahrixon tumani 4-maktab**ingliz tili fani o'qituvchisi*

Annotation: vocabulary is one of the three essential components that constitute language knowledge, and vocabulary teaching is an essential part in English language teaching. In this paper, we discuss some vocabulary teaching strategies, so as to help the memorizing of vocabulary and enhance the efficiency of vocabulary teaching and learning.

Key words: teaching, English linguists, pronunciation, conventional education, integrated vocabulary, teaching strategies.

For successful vocabulary acquisition to occur, students require a considerable amount of exposure to new words. The process of acquisition should follow a similar path to first language vocabulary acquisition: through context, associations, and constant exposure. Students must be provided with opportunities for using vocabulary in memorable and meaningful situations. Selecting vocabulary learning activities should be guided by key factors such as how often the words are likely to be encountered and how necessary they are for producing effective communication. Learning new words involves building up vocabulary from repertoire - that is, relating new words to previously acquired language. Try to imagine building blocks and stacking one layer over the other to consolidate vocabulary and build a strong foundation for future communication. Teaching vocabulary should also take flexibility and creativity into account. The teacher should avoid approaching words as isolated and independent objects and preferably expose students to the way they are used in sentences and how they can group with other words to form collocations. As an example, apart from simply working out the meaning of the word 'go', it would also be effective to associate it with the preposition 'to' and present it as 'go to' - preferably in a sentence. With lessons that focus on the receptive skills of reading and listening, it is useful to identify which words are most likely to be unfamiliar to students and do some pre-teaching. The idea is to make sure the students find the activity not only interesting but also meaningful and comprehensible. After students have read or listened to a text, the new vocabulary can be reinforced in other ways such as using flashcards or asking students to use the words in short writing or speaking activities. Students' level of proficiency is another key consideration when approaching vocabulary learning activities. Beginners benefit through direct vocabulary teaching as it fosters quick expansion in the number of words they know. Relevant activities might include using flashcards and illustrated handouts along with other memorization strategies. This is a stage of early development, so it is important that the teacher also focuses on building confidence and a sense of self-accomplishment. The approach with intermediate students should focus on expanding on already acquired vocabulary. For instance, students can

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explore the fact that the same word can have multiple meanings. This might involve students discovering how many different contexts they can use words like 'head' or 'park' for example. In addition, it is also valuable for intermediate students to work with affixes such as in-, un-, -less, -ly, and word families as in 'beauty, 'beautiful' and 'beautifully' as a way of expanding vocabulary range. To build learner autonomy, encourage students to use their imagination so they can come up with their own ways of memorizing words based on their repertoire to consolidate the way they link new words to familiar ones. This often happens because they may already be familiar with the most frequent general words in the language. Therefore, consider increasing their exposure to academic vocabulary, which is likely to be far less familiar, but more likely to be encountered in future academic and professional life. Regardless of the level, activities requiring students to guess the meaning of a word from context are useful. This invites them to develop their self-sufficiency in contrast to a dependency on the teacher or dictionaries. It is not only through reading that students can guess meaning from context but also through listening to stories, music, podcasts, and also from watching TV series, and films. Using the same principle of building vocabulary through repertoire, they provide audio and visual context clues. An example activity would be to choose a story that students are familiar with in their first language such as the story of "The Three Little Pigs". This will make it easier for them to guess the meaning of keywords as they should be able to relate them to an already known context. Students would likely already be familiar with many of the words in the story from their mother tongue. They would also be very familiar with the plot, so there is a rich and accessible context for them to guess the meaning of vocabulary. Human being's language is based on the vocabulary, which consists of three basic language units—pronunciation, vocabulary and grammar. Grammar provides the overall patterns, and the vocabulary is the basic material to put into the patterns, cause there is no sentence, no essay, and even no language without vocabulary. As one of the famous English applied linguists Wilkins said - out grammar very little can be conveyed, without vocabulary nothing can be conveyed. Therefore, to a great extent students' ability of listening, speaking, reading, writing and translating is all influenced by the vocabulary. Vocabulary teaching is a process, but its aims are clear: not only make college students memorize words as much as possible, but also make them master their skills of vocabulary memorizing and train their ability of guessing words' meaning from contexts. In order to teach English effectively, strategies are very important. Vocabulary is the most important element in learning well a foreign language as one of three basic parts. In the conventional college English teaching, grammatical translation is a common way to teach new words. Usually, teachers teach words and phrases one by one in the list, giving several sentences that are far from students' comprehension. Both teachers and students make great efforts to learn and remember new words but the result is not satisfying. The problem makes us consider: what's wrong with our brain, or are our methods incorrect? According to psycholinguistics, learning should be as significant as possible so that it can be stored into long-term memory;

learning will not be easily forgotten after deep processing; creating some certain settings can help our memory.

In a conclusion, We have seen the importance of vocabulary teaching in English language teaching, and we also talked about some practical strategies in vocabulary teaching. Vocabulary is to the Chinese learner as building materials are to the architect. Without a large English vocabulary, no one can claim a good command of the language. In a word, the aim of the article is to make us, teachers and learners, both realize the importance of the vocabulary in the language and try to give some enlightenment to the teachers and learners on the way to becoming competent language users. Vocabulary teaching plays an important role in English teaching, so to improve the effectiveness and efficiency, teachers should not only understand the students' difficulties of word study, but also use some useful strategies and methods. Only in this way they can help to improve the students' language competence and their ability to use English freely in

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