

HOW TO TEACH VOCABULARY IN ENGLISH LANGUAGE

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Abstract: The article reflects on effective methods and stages of teaching vocabulary and some information about vocabulary, word, meaning and their types are given and discussed.

Key words: vocabulary, word, active (productive) minimum, passive (receptive) minimum, synonyms, antonyms, context, definition, stage.

Vocabulary refers to the words we can understand communicating effectively. Educators often consider four types of vocabulary;

Listening

Speaking

Reading

Writing

Listening vocabulary refers to the words we need to know to understand what we hear. Speaking vocabulary consists of the word we use when we speak. A major part of vocabulary building is reading. Your knowledge of spelling heavily influences your writing vocabulary. Most learners acquire vocabulary incidentally through indirect exposure to words at home and at school – by listening and talking, by reading books loudly and by reading widely on their own.

Vocabulary is central to English language teaching. Without sufficient vocabulary, learners cannot understand others or express their own ideas. Wilkins, one of the most famous people, writes that “while without grammar very little can be

conveyed, without vocabulary nothing can be conveyed”. The concept of a word can be defined in different ways, however, teachers need to be aware of and pay attention to three important aspects: form, meaning and use.

Vocabulary divided into 2 groups; active and passive. The active (productive) vocabulary is used in oral speech, passive (receptive) vocabulary is used in written speech. The active minimum of foreign language in schools consists of approximately 1000—1200 words. Passive vocabulary is chosen in compliance of the active minimum. Teaching vocabulary in English consists of 3 stages:

the first stage - presenting new words,

the second stage - helping learners remember new words,

the third stage - making sure learners make the new words their own.

In the stage of presenting new words, the teachers familiarize new words to the learners with using visual images (realia, pictures, masking, drawing) and using gestures and actions (mime, gesture, facial expressions, action) and showing lexical relations (synonyms, antonyms, collocation, prefixes and suffixes) and words in context (dialogues, role play, drama, stories, songs, rhymes and poems, videos), guessing or predicting and other techniques like using dictionary, explaining, describing, defining the context, translating and so on.

In the second stage is helping learners remember new words. In this way, some tips can be an effective solution for learners to remember new words. Teaching new words by using memorizing games and activities is a better way than others. They are giving directions, picture dictation, matching words, searching words, sequencing words, guessing words, classifying words and others. Moreover, using review games is also useful, and word search games, crosswords, Bingo, dominoes, puzzles, charts or survey for their peers can be example for review games. One of the most effective ways of remembering new words for learner is learning with friends socio-effectively, learners can practice words with a classmate or in a group. Teachers can teach a word to remember of the family or peer and make word game with learners or peer tests.

Vocabulary record system and personalizing the new words are elements of the third stage, making sure learners make the new words their own. Personalizing the new words is keeping a learning log (blogs), keeping a diary, creative writing by using newly-learned words or phrases, looking for recently learned words in storybooks, the Internet, the newspaper, etc., and noticing how they are used.

People can communicate the use of 400—500 words. An educated person makes use of 3000—5000 phrases to express his or her and ideas in the written and spoken types of speech. A man or woman need to understand greater than 3000— 5000 phrases for studying and listening. Famous writers and poets use 20—25 thousand phrases in their works.

Many language teaching programs aspire to train only about 2000 words. Are the last phrases learned from a dictionary? Definitely not. If the meanings have now not been supplied via outdoor sources, as it were, then the place have they been found? The reply is, of course, that we bet the meanings of the words by using listening to them used in a sure state of affairs or by analyzing them in a certain context and guessing their meaning from the context.

In connection with the remember of guessing significance in the communicative recreation (during reading or listening) it is necessary to discuss some methods to research phrases in the context in detail.

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