

USING INTERACTIVE METHOD IN TEACHING VOCABULARY TO PRIMARY SCHOOL LEARNERS

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ABSTRACT

Vocabulary is a powerful predictor and correlate of reading comprehension, and consequently of academic success. By the end of the grade two, children in the highest quartile know twice as many words as children in the lowest quartile. Schools have done little to change this outcome during the primary grades, where there is little attention to vocabulary. Unless primary grade children with low vocabularies have a chance to build vocabulary in school, they will continue to lag seriously behind more advantaged children. It is possible to identify high priority word meanings that are known by those with large vocabularies, but not known by those with small vocabularies. There is also good evidence that low-vocabulary children can learn needed words from classroom instruction. Teachers can assess how well taught vocabulary is learned by a class of primary grade children. In short, needed vocabulary can be taught and assessed in primary grades. It is time that this be done. Pedagogies of teaching vocabularies are important, under the trend of globalization in the recent two decades. If the current English teachers are not able to face the challenge of globalization trend, their pupils will encounter obscurity when they need to communicate with the right words. Also, the education of high school might be proved to be unsuccessful. This study argues that in order to accommodate with the trend of globalization in the petit earth, school teachers should figure out a dynamic way of teaching vocabularies for their students to really apply and make compensations for traditional vocabulary pedagogies.

Key words: Interactive method, vocabulary, electronic word guessing game, multimedia tools, pedagogy.

At the present stage of the development of modern methodical thought, the basic structural unit of the educational process in a foreign language is that the lesson is seen as a complex act of communication, the main purpose and content of which is practice in solving problems of interaction between subjects of the pedagogical process, and the main way to achieve the goal and master the content serve motivated communicative tasks of varying degrees of complexity. Scientists believe that the integration of technologies in learning a foreign language is inevitable, therefore, considerable attention is paid to the introduction of innovative technologies in the educational process. The problems of pedagogical innovation constantly attract the attention of modern researchers, who have identified and substantiated the main methodological as well as theoretical principles of innovative educational activities. As the experience of teaching a foreign language and the experience of numerous teachers of practice shows, it is not always possible to organize speech interaction in a lesson using traditional methods and forms of work. The basic methodical innovations today are connected with application of interactive methods and receptions of training to a foreign language. Interactive methods are methods that allow you to learn how to interact with each other; and interactive learning, built on the interaction of all students, including the teacher. The innovative methods also deal with this process and their aim is to evaluate the activities of a teacher and learners using new ways and methods of teaching including new technical means of teaching. In particular, using media as a means of teaching English to young learners helps the teachers create classroom situations to be more alive. The media also help the teachers render materials and help the students comprehend the given materials. In place of reading, we can use flash cards, pictures, and various objects and realia to make the classroom come alive and resemble more closely the outside world. Use of these tools can free the teacher to be more the observer and facilitator and free the children to learn to use the language and learn to love the potentially fabulous experience of being able to communicate in

another language to other people from around our vast world (Abe, 1991: 266-267). By using information technology as an innovative teaching and learning strategy in a problem based learning teacher tries to motivate learners to active knowledge through real life problems. Advantages of using multimedia learning: Positively influence on forming speech habits and skills. An effective conclusion retraces the important elements of the lesson and relates them to the objective. This review and wrap-up of ideas reinforces student learning and improves the retention of what has been learned. New ideas should not be introduced in the conclusion because at this point they are likely to confuse the students. Computer technologies develop the ideas of programmed learning, open up completely new, yet unexplored technological learning options associated with the unique capabilities of modern computers and telecommunications. Computer (new information) technology training-a process of preparation and transmission of information to the student, the means of which is a computer. Computer learning tools are called interactive, they have the ability to "respond" to the actions of the student and the teacher, "enter" into a dialogue with them, which is the main feature of the method of computer learning. In conclusion, it should be noted that all interactive methods and techniques develop communicative skills, help establish emotional contacts between students, teach them to work in a team, listen to their comrades' opinion, and establish more close contact between pupils and the teacher. Practice shows that the use of interactive methods and techniques in a foreign language lesson relieves nervous tension among students, makes it possible to change the forms of activity, to switch attention to the core issues of the topic of employment. Ultimately, the quality of the material supply and the effectiveness of its assimilation significantly increases, and consequently, the motivation to learn a foreign language from schoolchildren. As mentioned above, there are three main stages in teaching vocabulary. In other words, there are some common techniques used in each stage as follows: Techniques in Presenting. Yet it is the important stage that the student is introduced with the new words. As an English teacher, we should know the techniques of teaching vocabulary which are suitable for the students. Techniques in Practicing. In

practicing stage, there are a variety of tasks which can be used in order to help move words into long-term memory. Media is a main instrument in teaching and learning process. It is used to attract the students' attention and deliver the information easily. Teachers of young learners have to use some visuals in their teaching activities to facilitate their teaching. According to Wright, there are various kinds of media, but visual is appropriate media for young learners in learning vocabulary. This study of using interactive approach to teach vocabulary implies that the intentional pedagogy of vocabulary teaching and learning should be noticed. Professor Read (2004) in Applied Language Studies and Linguistics of The University of Auckland although mentioned incidental type of learning, he after all argue that teachers to still incorporate old ideas such as rehearsal of words, rote learning, and training in automatic word recognition along with task involvement. Learning vocabulary is imperative since it is the foundation of knowing how to express with adequate number of words. Pupils should accumulate sufficient frequent words in order to communicate in a basic way. The conclusion of this study is that the use of interactive methods in teaching a foreign language to primary school pupils is the best. Many innovative methods and teaching methods increase children's vocabulary and speed of language learning. In today's evolving and virtualizing world, successful educators of our time need to create more such tutors with their pupils throughout their careers.

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