



Teaching vocabulary techniques, strategies.

Begizova Madina Karimovna

Uzbekistan State World Language University,

English second faculty-2, Teacher.

Languages are taught with the help of collaboration of different skills at once. Besides these aspects learning and teaching vocabulary is an essential tool in the sphere of linguistics. Language can not exist without the fundament of broad range of word utilization teaching vocabulary is one of the most effective ways of developing learners' knowledge but nonetheless it is an important part of well-balanced vocabulary program. This article mainly words on the problems and solutions of vocabulary teaching to the learners.

Key words: positive example, negative example, problems, techniques, solutions, perspectives.

Introduction:

As in other fields the linguistic sphere is always to be improved by the refreshment of vocabulary and their use in order not to forget them in a certain period of time. There are some problems facing in learning new words such as:

- using only a little range of words in daily life;
- not to be motivated by the peers to perform more complex vocabulary;
- the limitation in reading and listening which is a great obstacle in learning process.

But there are a lot of situations which depend on the responsibility of foreign language trainers. The main challenge with teaching vocabulary is that only a few word usage and a small part of what is required to master a word is dealt with at any time. The additional border also applies to incidental picking up from reading and listening. Teaching can effectively copy with a small amount of information about a word at a time. Teachers' burden is to support the comprehension of the learners, because the more the words are complex the more the learners face up to misinterpret them at once. There have been some ways to teachers how to quickly give attention to targeted words.

1. First of all, giving the meaning by using the translation of new words into their mother language, using other synonyms of the word, showing some pictures or objects or new meaning, demonstrating it, using picture or diagram to be more clear, breaking the words into chunks, explain them one by one then collect the meaning, using examples in sentence, utilizing the meaning in context, commenting on the meaning of the word with other ones.
2. Trying to explain and give example to pronounce the word, writing new word to the blackboard, ask students to spell the word then correct their mistake after spelt.
3. Words can be easily kept in mind by using it in context as a collocation, restrictions on the word usage should be mentioned too.

There are some basic principles in making students learn vocabulary by heart:

- the simplicity and clearness in teaching process;
- giving more attention to the previous learned words;
- adding some information about its future use;

-synonyms used as an example to explain newly presented vocabulary should be known beforehand, poorly given words can be misunderstandable.

The responsibility of a teacher during the learning process mostly depends on their skills and knowledge. Modern language teachers should be qualified in training both moral and psychological issues such as motivation.

There are many needs of conducting lessons. Preparation of some exercises is needed if it is more complicated for the learners. These means of words can be a planned according to system or may be part of any coursebook. The major advantage of these exercises is that they can be done without the help of trainer. Most published books of prepared vocabulary use exercise contain teach, test and mark format. Words are taught in all aspects, they learn labeling, completing, rewording, classifying, correcting, or matching activities and can check their answers from answer key. The quality is improved by the learners if they are divided into small groups and learn together.

Before learning the word it should be repeated more in order to ensure it is learned carefully. Later when it is asked to use in a speaking process or context is addressed and memorized easily. There are some ways to ensure and help the learners to recall previously learned vocabulary.

-dealing with two or three aspects of a word should be included such as spelling, pronunciation, its meaningful parts, derivational forms;

-learners should do graded reading and listening to stories according to their level;

-speaking and writings should be based on new words;

-exercises should contain beforehand prepared vocabulary exercises, matching or finding synonyms. Teachers should provide time for recalling previously learned words. Some vocabulary should be written on the blackboard and students do following exercises:

Each learner should say a word one by one.

Break the words into chunks and tell their meanings.

Giving collocations to each words.

Recall the sentence where the word was used.

Look at derivations.

Some teachers have the theory that, high frequency vocabulary should include four standarts:

-course-meaning-focused input;

-meaning-focused output;

-language-focused learning;

-fluency and development.

Vocabulary has been discussed and divided into different types:

-active;

-passive.

These names of academics are important in distinguishing two types of vocabulary, they are Gruneberg and Skykes (1991) Active vocabulary is the type which is used frequently and can not be forgotten, while the other type is not used much but can be met often even though the actual translation is not clear. According to Hatch and Brown(1995) these words are called as receptive and productive vocabulary.

Receptive vocabulary is the one that, learners understand or recognize when they are use in context, but which they are not able to produce. This type of vocabulary learners recognize the word in reading or listening but lack of ability in writing and speaking hinter students to use the word.



Productive one is the ability of the learners when the vocabulary is required to be used from the context both in writing and speaking. Productive vocabulary can be an example of active vocabulary because of its ready to the use of students.

Mastering in teaching vocabulary is one way of satisfying the needs of students. Vocabulary teaching should give freedom to use words on time and purpose. The ideas and expressions should be expressed easily. It is impossible to learn the language without the use of vocabulary.

1. Alqahtani(2009) *the importance of vocabulary in language learning and how to be taught.international journal of teaching and education.II(3) pp 21-34*

The more the base is wide the more it can be effective to convey the ideas of the individuals. According to the research carried by Berne and Blachowics, (2008) teaching vocabulary may be problematic due to the fact that the teachers are not skilled in teaching vocabulary or have a lack of knowledge where to start.

There are commonly used and effective ways of teaching vocabulary for the learners. Firstly, teachers of foreign language should know the words which they intend to teach to their students. For the sake of ownership of broad vocabulary teacher can not teach successfully, because it does not mean that who knows more can teach more. It is a wrong thing to believe. New vocabulary should be presented by using both lexical and grammatical terms of the word. The English teachers who want to students to remember new words by heart should know these words beforehand. Practical use of words is to be practiced by themselves. Techniques employed by teachers highly depend on some factors, such as the content, time availability, and its relevance for the needs of students (Takac and Singleton 2008) Teachers are required to have their own way of teaching techniques, performing skills, accuracy authenticity. Only one single technique fails if it is done without planning in advance. They are suggested to have planned vocabulary in order not to feel distracted in front of many unrelated words. Some techniques for teaching vocabulary is given in following examples.

Vocabulary teaching with the help of real-life objects.

It is a technique is used mostly to enable students remember vocabulary better. Memory is improved by repeating and repeating but another thing attachable to the minds of the learners is to see it. For remembering more easily pictures are used to teach new words by heart. Demonstration and visual aids are utilized, showed to the students. Real objects are far more effective for the ones who have began English recently. By this way they will be able to observe concrete vocabulary learning technique. Objects are used to show the meaning of a word consist of concrete vocabulary. Visualization is supported by this way. Not all students are effective learners by repeating but some of them have the problem with attention. In this way they are motivated to be more attentive to the lesson. Objects in the classroom can be used as a means of vocabulary learning.

Learning by drilling, spelling, active involvement.

Making learners to get accustomed to the sound effect of the word is done by drilling. Naturality and clearness is required to be more specific in targeted word. Drilling is necessary for the learners' comprehension and it is to be done by themselves. So the effect is more reliable than the other means of techniques.

According to the concepts by Reed shows that, word spelling needs to be considered since spelling forms of English words is not always inferred by the pronunciation.

By using this technique teacher encourages the children to be more qualified in elicitation. This includes personalization, and it is the usage of the word by learners in a context or sentence related to life.

Before conducting the lesson teachers should have a broad knowledge on the theme, time managing skill and the availability of authentic materials in the classroom.

Using drawing or pictures to teach vocabulary.

Objects can be drawn or presented on the flash cards. Flash cars are more easy to use, furthermore they may be used for many times. Using pictures help to connect the newly learned vocabulary with the prior knowledge of the students. Making up stories is helpful for the improvement of further learning tasks. There are many contemporary English dictionaries with relevant illustrations or pictures. Besides that, excellent means of making up sentences or making the meaning of unknown words is clear. They can be used as more as they wanted. The list of pictures include:

Posters-can be taken from the internet resources or authentic materials.

Magazine pictures-taken from magazines if they are relevant to the theme or the level of the learners knowledge.

Photographs-derived from the means of authentic materials. They should contain valuable information for the students need.

There are many available features of modern vocabularies if they are chosen appropriately. Visual support is a thing which can ensure the lesson to be more interesting and memorable.

Using mimes and expressions, gestures.

The term “mime” or gesture is useful if it emphasizes the importance of gestures and facial expression on communication(Alqahtani,2015) it is mostly practised in communication because no book includes such kind of facility. Many words can be introduced by miming, expressions and gestures. Only a few number of words are used in this technique such as human body parts, feelings, simple body movements, actions and so far. In second language classrooms it is known that body language is used more than other subjects. Teachers tend to gesture a lot if they need to catch their students’ attention. It is acknowledged that it helps to gather the ideas of the speakers too. Gestures have three roles in the classroom:

- a) Management of the class- to start, to end the activityto choose students to answer, request silence.
- b) Evaluation –to indicate their mistake, to correct, to emphasize their achievement.
- c) Explanation –to give indications on syntax, underline some specific prosody.

Teaching gestures have their own types such as; hand gestures, facial expressions, pantomime, body movements. They can be easily comprehended by the learners if they are used in a relevant situation or time. Symbolizing something is crucial if the audience is bored from long speeches of their teachers. Inferring the meaning of the word is much more effective by observing body movements or facial expressions. However, its usage may depend on the kind of gesture used by the language trainer. Although having more benefits to recall the words gestures may hinder students to understand the word accurately. They may have distraction on concentrating on a word instead of this students see only hands of their teachers. Other drawback is the overrepetition of the gestures which cause to the disappointment of the learners. According to Tellier (2007)

The effect of gestures on memorization is thus something witnessed by many but hardly explored on a systematic and empirical basis.

Guessing from the text.

Guessing from the text is for more capable learners of English. The meaning of the word is predicted from the text and it is not accurate that the prediction is reliable or not. But the other skills such as critical

2. Alqahtani(2009) *the importance of vocabulary in language learning and how to be taught. international journal of teaching and education. II(3) pp 21-34*

and analytical ones are to be improved by predicting. Because when the teacher asks the student to guess the meaning, the learners try to delve the meaning of the sentence more than simple translating the context. Alqahtani(2005) claims that, *there are two types of contexts. The first type is context within the text, which includes morphological, semantic, and syntactic information in a specific context, while the second one is the general context, or non-textual context which is the background knowledge the reader has about the subject being read.* Learning from context is improved or developed by extensive reading. And also learning from listening to stories, films, television or the radio is possible way of learning context-based vocabulary. In order to be a good reader with complex skills the teacher should motivate learners to be task involved and try to find clues of the unknown word from the context. This technique makes readers be more risk-taker, critical thinker and clue researcher. These will help them to have self-confidence, working-out the meaning of the word effectively and being more responsible for their choices.

Teaching the meaning of the word is an essential part of teaching vocabulary because word should be kept in mind with its translation in the mother language of the students. There are some several advices for the teachers given by Paul Nation. One of these is called *multiple positive examples* concept. It is suggested that the meaning of the word should have true applies. Among the positive examples of flower, for example, are tulip, rose, dandelion, violet, and others. By giving different words as example the word is recalled better by getting rid of unnecessary words. The important feature is to be learnt by heart such as vehicle is a transportation used for carry people or goods. The flower is a kind of flora, plant for its attractiveness and pragraance. Not in these two words the specific features are mentioned such as having how many balloons or the colour of the flower.

P. Nation's another example is called *negative examples*, it gives some examples of the usage of irrelevant words, such as person, for example can not be at the same line with vehicle or flower. Their meaning or synonymic row should be close to each other. Before teaching the vocabulary the students are to be given some basic concepts about the word and then it is more appealing to their learning process. After teaching them some vocabulary teachers are asked to clarify if they have understood the vocabulary or not. For example there is a criteria in order to check the achievement in learning the word by heart.

Try to explain what the word " know" means when it is asked if the student knows the word or not.

Knowing a word means:

-having the ability to differentiate the word from others in context, recognise it in spoken or written forms of the language,

-knowing its various meanings,

-knowing its part of speech such as the concept of the meaning if it is noun or verb.

-pronounce it properly,

-using it correctly in the sentence not going far from its grammatical structure,

Knowing a word, then, is the sum total of all these connections-semantic, syntactic, phonological, orthographic, morphological, cognitive and cultural. It is unlikely to know the word at the same way.

It is useful to give some topic related vocabulary and test the students' prior and latter word base in the progress of learning. There are some experiments to help learners to recall new words:

- giving a list of pictures or words to remember.
- later test memory with either a recall or recognition test.
- objects help them more than words.
- visual memory is the strongest one.
- learn the words with the examples of their usage in context.

The practise of the words should be motivated by the teacher by encouraging them to speak and use new words more. At the end of the class teachers' last task to do are:

- involve learner to the lesson,
- create friendly atmosphere with the students,
- give more opportunity to speak freely in front of the class.
- keep the learners alert and attentive to the class.

As well as the teachers are to be motivator of the students if they are asked to be attentive for the lesson or use freely the newly learnt words.

Conclusion: this article highlighted the importance of vocabulary in language learning process. English teachers have the burden to provide learners' vocabulary competence with the use of different techniques and strategies. From the methods provided in the article the ways of improving the skills of language teachers the atmosphere of the class is to be more motivating and academic. Practical approaches are far more beneficial in teaching vocabulary.

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