
Traditional And Unconventional Means Of Semantic Vocabulary

Norkulov Javohir – Student of Samarkand state institute of foreign languages
(javohir-norqulov99@mail.ru)

Makhmudova Zulhumor - Student of Samarkand state institute of foreign
languages (ikromjonovna00@mail.ru)

Bakhriddinova Zarnigor - Student of Samarkand state institute of foreign
languages (zamigor7755@gmail.com)

Abstract

The article is devoted to the traditional and unconventional means of semantic vocabulary widely used among students doing bachelor degree.

Key words: semantic vocabulary, students, reading, listening, writing, speaking, skills, ability, memory.

The formed ability to read, speak or understand a foreign language cannot be achieved without strong knowledge and skills in the field of vocabulary, because with its help information is received and transmitted. In this regard, the classes in English should be given serious attention to work on vocabulary. In accordance with the program on foreign languages for secondary specialized educational institutions, the student must acquire 1,500 lexical units for the training course. This vocabulary should be the basis for developing the ability to speak and especially to read, understand and translate special texts.

Before allocating funds revealing the meanings of words, we define the concept of semantization. Semantization is the process of revealing the meaning of a word. This process should be economical in time and effective for memorization. Semantization can be carried out in various ways, which are usually divided into two groups: a) uninterrupted and b) transferable methods of semantization.

Uninterrupted methods of semantization include:

1) demonstration of objects, gestures, actions, pictures, drawings, transparencies, etc.;

2) disclosure of the meanings of words in a foreign language, for which:

a) definition (definition) - a description of the meaning of the word. Reveals the semantic, conceptual nature of the word, for example:

A cinema is a theater where films are shown.

b) transfers, for example:

Dogs, cats, cows, horses, pigs are animals.

c) semanticization with the help of synonyms or antonyms:

cold-warm, quick-slow; charger - recharger;

d) definition of the word on the basis of contextual guess, knowledge of the facts, for example:

Columbus discovered America in 1492.

e) determination of the meaning of a word on the basis of its internal form. For example, a well-known basis and familiar word-building elements: worker; a complex word consisting of two components: words similar in spelling and sounding in their native language: club, park, photograph, patriot, etc.

The translational methods of semantification include:

1) the replacement of the word (word combination or turnover) with the corresponding equivalent of the native language;

2) translation - interpretation, in which, in addition to the equivalent in the native language, students are informed of the coincidence (or discrepancy) in the volume of the value, for example:

big - large (means size, size);

great - great (famous, great);

The listed methods of semantification have merits and demerits.

Conversational methods develop guesswork, increase practice in the language, create support for memorization, strengthen associative connections. However, uninterrupted methods require more time than translation, and do not always provide an accurate understanding.

The translation is economical in time, universal in application, but it increases the possibility of interlingual interference.

The choice of methods of semantification depends on a number of factors, in particular: on the qualitative characteristics of the word, on its belonging to the productive or receptive minimum, on the stage of instruction and language training

of the class, and on whether the students work independently or under the guidance of the teacher.

The preparation of a teacher to explain the new vocabulary comes down to the following:

- a) an analysis of new words is conducted to determine the difficulties (form, meaning, use);
- b) the choice of ways of semantizing vocabulary units is justified;
- c) a comment is compiled if no explanations are given in the textbook;
- d) the purposefulness and sufficiency of exercises is determined, as well as the sequence of their implementation in the classroom and at home.

The stage of acquaintance with lexical material determines the strength of its assimilation. In the upper grades, the success of training largely depends on how the students work independently, whether they have manuals that meet the requirements of modern methodology. Such requirements include:

- 1) the existence of instructions, exercises and keys that make the process of familiarization manageable;
- 2) the availability of texts, examples and assignments that activate the thinking activity of students by solving feasible communicative tasks and using problem situations;
- 3) well-thought-out organization of the material, stimulating independent language classes.

Semantisation aroused great controversy among methodologists. Many methodologists and psychologists spoke about the inadmissibility of semantification by translation, because, in their opinion, in this case there was not created a direct direct connection between the word of a foreign language and the corresponding meaning, and there was a strong connection between the word of a foreign language, the word of the native language and the notion. Translation as a means of revealing the meaning of a word has its drawbacks compared to the means of uninterrupted semantization. In particular, with visual semantization, the word is better remembered, since the image of an object or action leaves a more vivid imprint on the learner's consciousness than just a verbal stimulus. Visibility, in addition, revitalizes the learning process. Correct attitude to the means of

semantification is possible only if the teacher is well aware of all the weak and strong sides of various means of disclosing meaning.

Visual means of semantisation (display of objects, images) are valuable in that they, as already indicated, improve the conditions for remembering words, enliven the learning process. At the same time, these funds have limited possibilities, because the meanings of a huge number of words do not lend themselves to a visual image. In some cases, a visual image can lead students to guess the wrong way. Thus, the depiction of the meaning of the words lake or sea can lead to different concepts: students can take the image of a lake pond if it is not very large, or over the sea if it has no boundaries. A very successful means of semantization is the disclosure of the meaning of the word on conjecture on the basis of context or word formation. The fact is that in the process of somatization, students are trained in the ability to guess the meaning of unfamiliar words. This skill is necessary, because all the words of the language cannot be known.

An important role in the conditions of a limited number of hours devoted to the study of a foreign language has the fact that these means of disclosing the value require considerable time for their conduct and subsequent verification of the correct understanding of the meaning. If you enter a few words, it becomes a serious enough factor, because all the lessons cannot consist of explaining words or even exercises with them.

An important and very valuable means of revealing the meaning of words is the definition. This tool, firstly, most accurately reveals the value and, secondly, trains students in understanding speech from hearing. However, the interpretation of values is quite difficult for the teacher and implies a high level of knowledge, skills and skills of students.

Translation into the native language is extremely economical in the sense of time a means of revealing the meaning of words. However, when using it, favorable conditions for memorization are not created, the translation does not promote the development of the ability to understand speech from the ear.

All means of word semantization have their advantages and disadvantages. From this it follows that there is not and cannot be a universal means of semantization, and the teacher has to select these funds himself, in accordance with the following factors that influence the choice of such a tool. The first and most important factor is the character of the word itself. If the nature of the word allows you to use the unrestricted means of semantization. However, after using them, it is necessary to

check the correctness of the guess about the meaning of the word. In other cases, it is advisable to resort to translation. The second factor is the time factor. A whole group of words is entered in the class, and not one, two words. It is quite obvious that in the lesson you need to work on oral speech, reading, grammar. It is also necessary to conduct exercises with new words. Therefore, if it is expedient to devote the minimum time for word semantization to the lesson, then it is legitimate to use the most economical way - translation.

The third important factor affecting the choice of the means of semantification is the preparation of students. As is known, students from different schools with very different language preparation come to secondary special educational institutions. Therefore, both strong and weak groups are possible. In groups with poor preparation, it is impossible to disclose words with the help of interpretation in the language. In this case, the possibilities of using the context and the word-formation analysis are limited, since they imply that students have a certain level of language proficiency.

Proceeding from the factors mentioned above, the teacher himself should decide specifically the question of choosing means of disclosing the meaning of that or word.

The last question is the extent and nature of the information that must be communicated to students for subsequent successful actions with words. Modern psychological science revealed the mechanism of formation of skills. The basis for developing skills and skills is activity with words. In order for this activity to proceed successfully, it is necessary to communicate the information that is necessary for actions with words. For receptive possession, on the one hand, and reproductive or productive, on the other, we need different information, the volume of them will also be different. For example, you need to enter the word telephone, which is subject to reproductive digestion. Disclosure of the meaning of the word in this case will not be difficult, because students themselves easily understand its meaning. In this case, one should not only dwell on the peculiarities of pronouncing this word or its spelling, but also communicate its compatibility: to have a telephone - to have a telephone; to speak to smb. over the telephone - talk to someone on the phone; to call smb. to the telephone - to call someone to the phone.

Putting into nutshell, indication of compatibility, even if it coincides in native and foreign languages, is absolutely necessary, since the student does not know and cannot know this compatibility, and the language experience in the language under study will suggest that in a huge number of cases of coincidence of

compatibility in native and foreign languages does not happen. If a non-standard verb is introduced, then its basic forms must be given.

References:

1. John Dewey. *The school and Society and The Child and the Curriculum*/ Unuversity of Chicago Press. – Chicago: 2000. – 252p.
2. Susan Sears. *Introduction to Contextual Teaching and Learning*/ Phi Delta Kappa Educational Foundation – Bloomington, Indiana: 2003. – 50p.
3. Robert G Berns and Patricia M. Erickson. *Contextual Teaching and Learning reading: Preparing Students for the New Economy*. – National Dessimination Center for Career Technical Education. – Columbus: 2001. – 8p.
4. Michael I. Crawford. *Teaching reading*. CCI Publishing.Inc. – Texas: 2001. – 18p.
5. Catherine Soanes, Angus Stevenson. *Oxford Dictionary of English 3rd edition*/ Oxford University Press: 2003.