



THE METHODS OF TEACHING VOCABULARY IN ENGLISH CLASSES.

Jumayeva Oyjamol
Islom Boynazarov

Termez State University, Surkhandarya, Uzbekistan

Introduction

The integration of Uzbekistan into the world community, the intense of growth of international, political and cultural relations causes new approach to the deepen development of science and education, i.e. the foreign language study and teaching.

The President of the Republic of Uzbekistan Shavkat Mirziyoyev in his speech has mentioned the significance of educational reforms: *“It is highly important to educate the younger generation on the basis of world standards and bring up physically and intellectually perfect youth. In this way, teachers and professors, related organizations, ministries and offices are of great value.”*

After the Decree No. 1875 of the president of Uzbekistan, named “About measures of improving foreign language learning system” issued on December 10, 2012, many changes took place in foreign language teaching system in our country.

According to the Decree, European assessment system CEFR (Common European Framework of Reference) has been in application into the foreign language teaching in Uzbekistan. Its main aim is to provide a method of learning, teaching and assessing which applies to all foreign languages.

Teaching vocabulary in the English as a foreign language (EFL) context is challenging. Incidental vocabulary learning is limited due to lack of second language (L2) input, and most words are learned through classroom instruction. Vocabulary represents one of the most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills like Reading & listening comprehension, speaking, writing, spelling and pronunciation. Teaching vocabulary is crucial because without it nothing can be conveyed. The teacher has an essential role in helping students to improve vocabulary. Unfortunately, vocabulary teaching has not been enough responsive to such problems. Today there is so much freedom in choosing the methods to be used during English classes. The English lesson is organized around both vocabulary and grammar structures. Teachers, therefore, usually have the necessary time to insist on teaching and practicing vocabulary. Vocabulary is no longer treated as an add-on and this means teachers becoming aware of the importance of the vocabulary and attention is paid to especially



with the teaching of grammar of words. Nevertheless, not all students move at the same speed and can still have some difficulties in expressing themselves fluently such can consider speaking English has difficult and exhausting. Another aspect that can make vocabulary difficult is the pronunciation of certain words.

Main part

Every language teacher must make a difficult choice on what and how much vocabulary to teach. Furthermore, they must consider what vocabulary items to teach first (during early stages of the course) and what vocabulary to leave for later on. The teacher's choice of vocabulary is influenced into some extent by the course book and supplementary materials they use. However even here, "teacher decides on emphasis given to individual items."

A number of challenges exist with respect to L2 vocabulary learning and teaching. Firstly, much unlike L1 vocabulary learning, L2 vocabulary learning rates are slow. This is largely due to insufficient input and lack of opportunities to use the language in and outside the classroom. Although, many theories about teaching vocabulary process were written, it still remains the matter of memory. Thus, there are several general principles for successful teaching, which are valid for any method. According to Wallace, 1988, the principles are:

- Aim – what is to be taught, which words, how many;
- Need - target vocabulary should respond students' real needs and interests;
- Frequent exposure and repetition;
- Meaningful presentation – clear and unambiguous denotation or reference should be assured.

Usefulness

When making a decision about what vocabulary to teach preferentially, the teacher should take into consideration mainly usefulness of the words. Yet, what words are actually useful? To be able to answer this question, it might be helpful to look into several aspects.

Another aspect to consider is coverage. As Harmer stated, the words covering more things are likely to be taught before words with only one specific meaning. E.g. the word 'book' will be taught before words 'notebook or exercise book'.

McCarthy also speculates on the range of an item. It is generally advisable to avoid the vocabulary with a restricted range, since the wider range an item has, the more useful it is likely to be.

Learnability

Besides usefulness, "learnability" is another factor influencing the order in which chosen vocabulary will be taught. There are a lot of reasons why words



might be easy or difficult to learn. Of them all, let us mention that complicated spelling, pronunciation or meaning might be a reason for a word to be difficult to remember. Generally, concrete things are more learnable than abstract ones, therefore they are always taught first.

Vocabulary is generally a matter of remembering, unlike e.g. learning grammar, which is a system based mainly on rules. To be able to teach as effectively as possible, it is important to know, how words are remembered and stored in students' minds and how long term memory is organized.

Several authors agree that vocabulary is stored in the mind in a highly organized and complex web-like system, the so-called 'mental lexicon'. In the mental lexicon, words are stored, categorized and interconnected in many ways, according to their features such as meaning, form, collocation, syntactic properties, cultural background etc. Consequently, a word being retrieved is looked up through several pathways at once, which is extremely economical in terms of time needed.

Total physical response in teaching vocabulary process.

Total Physical Response as a method in teaching vocabulary. Method is a generalized set of classroom specifications for accomplishing linguistic objective. Method tends to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objective, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in variety of contexts. It shows that method helps the teacher and students to reach the objective in instructional in the classroom. Furthermore, Anthony as quoted by Brown stated that method was described as an overall plan for systematic presentation of language based upon a selected approach. Teaching method is a method that is used in teaching learning process and the way of teaching language. In addition, Richard and Rodgers argued that a method is an umbrella term for the specification interrelation of theory and practice. From the statement above, method in teaching is like an umbrella which relate the practice and theory. Then describe and deliver the information through the systematic plan. Because students at elementary school is different with adult learner, so the teacher should find the appropriate method. According to Pinter, "young learner enjoy fantasy, imagination, and movement". It means that they prefer do activities involve the physical system. According to Richards and Rodgers, "total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity". So, the writer believes that TPR method can be the appropriate method in teaching vocabulary in elementary school. Total Physical Response developed by Asher (1970s), a professor of psychology at San Jose



State University, California, it draws on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Palmer. The writer is sure that Total Physical Response is suitable for young learners because involves motoric activities. The TPR method has become very popular and has attracted considerable attention from language research. However, it has not been supported by the mainstream educators.

Total Physical Response (TPR) method has very important objective. The general objectives of Total Physical Response are to teach oral proficiency at a beginning level (Richards & Rodgers). It shows that students in the beginning level will be helped in oral proficiency using TPR. Not only in oral proficiency, but also students could increase their vocabulary mastery in English. Nunan stated that we should provide input to the learners by getting them to carry out command. This command should be couched in the imperative. Using TPR method in English usually involved command drill, so students would accept a lot of exposure language in listening that increase their vocabulary mastery. Richards & Rodgers argued that the movement of the body seems to be a powerful mediator for the understanding, organization and storage of macro-details of linguistic input. Language can be internalized in chunks, but alternative strategies must be developed for fine-tuning to macro-details. The body movement can be a mediator for understanding the language. It will support the development of the students in getting so much inputs of language. It means that the movement of the body when studying can be a mediator for students to reach the knowledge. The TPR method has many advantages. Widodo has collected the advantages of the TPR method. The first, it is a successful teaching method that can be used for both children and adults. The second, it is very memorable. It can assist pupils to remember phrases or words. The third, it is a lot of fun, learners enjoy it. It can actually lift the pace and mood. The fourth, they can make the teaching more enjoyable for both teachers and pupils. The fifth, it is suitable for the children who are required to be active in the class. The sixth, there is no matter with how many pupils involved, as long as the teachers are prepared to take the lead, the learners will follow. The seventh, it also can be used in the mixed-ability classes. The physical actions and the pictures enable all the learners to comprehend the target language effectively. The eighth, it is effective for the young learners. And the last, the TPR method needs the coordination of both the right and left hemisphere of the human brain. According to Larsen - Freeman, "TPR was developed in order to reduce the stress people feel when studying foreign languages and thereby encourage students to persist in their study beyond a beginning level of proficiency". Based on the statement above, the writer concludes that in



studying foreign language, there is a risk to be stress. So, using a method that make students relax in studying can be a good choice.

Conclusion

Teaching vocabulary correctly is a very important element in language learning. Correct vocabulary instruction involves vocabulary selection, word knowledge and techniques. Both vocabulary teaching and learning have been a concern in second language acquisition research for some time now. Through the years researches have explored a number of approaches and techniques to enhance acquisition. Various strategies have been found to help improve vocabulary learning with the introduction of computer technology and with different methods a new trend of vocabulary research has begun. In chapter I of this work it includes the importance of vocabulary, what collocation is and why it is important when transferring vocabulary from a receptive to a productive stage. At the end of this work we want to say that the learning vocabulary involves understanding a number of details and nuances about words. the mechanics of vocabulary learning are still something of a mystery but one thing we can be sure of is that words are not instantaneously acquired at least not for adult second language learners. This incremental nature of vocabulary acquisition manifests itself in a number of ways. We have all had the experience of being able to recognize and understand a word when we see it in a text or hear it in a conversation, but not being able to use it ourselves.

This common situation shows that there are different degrees of knowing a word. Being able to understand a word is known as receptive knowledge and is normally connected with listening and reading. Teaching vocabulary correctly is a very important element in language learning. Correct vocabulary instruction involves vocabulary selection, word knowledge and techniques. Both vocabulary teaching and learning have been a concern in second language acquisition research for some time now.

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