

ABOUT SOME TECHNIQUES OF TEACHING VOCABULARY

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To know a language means to master its structure and words. Thus, vocabulary is one of the aspects of the language to be taught in schools and colleges. The problem is what words and idioms students should retain. It is evident that the number of words should be limited because the students have 2-4 periods a week. The size of the group is not small enough to provide each student with practice in speaking; schools and colleges are not equipped with special laboratories for individual language learning. The number of words the student should acquire in schools depends wholly on syllabus requirements. The latter are determined by the conditions and methods used. For example, experiments have proved that the use of the programmed instruction for vocabulary learning allows us to increase the number of words to be learned since the students are able to assimilate them while working independently with the programme.

The vocabulary, therefore, must be carefully selected in accordance with the principles of selecting linguistic material, the conditions of teaching and learning a foreign language in school.

The process of learning a word means to the student:

- 1) identification of concepts, i.e. learning what the word means;
- 2) the students activity for the purpose of retaining the word;
- 3) the students activity in using this word in the process of communication in different situations.

Accordingly, the teacher's role in this process is:

1. to furnish explanation, i.e. to present the word, to get his students to identify the concept correctly;
2. to get them to recall or recognize the word by means of different exercises;

3. to stimulate students to use the words in speech.

‘The true art of teaching is not the application of the best system, but the ability to stimulate students to worth while activity’¹. Teaching and learning words are carried on through methods you are familiar with; the teacher organizes learning and the students are involved in the process of learning, i.e. the acquisition of information about a new word , its form, meaning and usage; in drill and transformation to form lexical habits; in making use of the lexical habits in hearing, speaking and reading, or in language skills. Various teaching techniques are used to attain the goal – to fix the words in students’ memory ready to be used whenever they need them.

Presentation of new words. Since every word has its form, meaning and usage to present a word means to introduce to students its forms (phonetic, graphic, structural, and grammatical) and to explain its meaning, and usage.

The techniques of teaching students the pronunciation and spelling of a word are as follows:

1. Pure or conscious imitation;
2. Analogy;
3. Transcription;
4. Rules of reading.

Since a word consists of sounds if heard or spoken and letters if read or written the teacher shows the students how to pronounce , to read, and to write it. However the approach may vary depending on the task set. (the latter depends on the age of students, their progress in the language, the type of words). For example, if the teacher wants his students to learn the word orally first, he instructs them to recognize it when hearing and to articulate the word as an isolated element (a book) and in a sentence pattern or sentence patterns alongside with other words. (E.g.: This is a book. Give me the book. Take the book. Put the book on the table.

There are two ways of conveying the meaning of the words: direct way and translation. The direct way of presenting the words of foreign language brings the

¹ Morris. The Teaching of English as a Second Language.

learner into direct contact with them, the mother tongue does not intervene, it establishes links between a foreign word and the thing or the concept directly. The direct way of conveying the meaning of foreign words is usually used when the words denote things, objects, their qualities, sometimes gestures and movements, which can be shown to and seen by students, for example, a book, a table, red, big, take, stand up, etc.

The teacher should connect the English word he presents with the object, the notion it denotes directly without the use of student's mother tongue. The teacher uses various techniques for the purpose.

It is possible to group them into:

1. Visual;
2. Verbal.

The first group involves the use of visual aids to convey the meaning of unfamiliar words. These may be objects, or pictures showing objects or situations; besides, the teacher may use movements and gestures. E.g.: the teacher uses objects. He takes a pencil and looking at it says: a pencil. This is a pencil. What is this? It is a pencil. Is it a pencil? Yes, it is. Is it a pen? Or a pencil? It is a pencil. The students do not only grasp the meaning of the word 'pencil', but they observe the use of the word in familiar sentence patterns.

REFERENCES

1. Sandro Nielsen: "The Effect of Lexicographical Information Costs on Dictionary Making and Use". In: *Lexikos* 18/2008, 170-189.
2. Morris. The Teaching of English as a Second Language.