ACADEMIC RESEARCH IN EDUCATIONAL SCIENCES VOLUME 2 | ISSUE 6 | 2021
ISSN: 2181-1385
Scientific Journal Impact Factor (SJIF) 2021: 5.723
DOI: 10.24411/2181-1385-2021-01118

SOME ESSENTIAL TRENDS IN TEACHING SECOND LANGUAGE VOCABULARY

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ABSTRACT

The article illustrates some effective and essential trends of teaching foreign language. Furthermore, it discusses the most effective teaching strategies during the lesson of foreign language paying attention to the vocabulary teaching

Keywords: Teaching methods, strategies, language skills, teaching process, different types of teaching activities, semantic map method, eye spy method, making choices, scavenger hunt, vocabulary rely.

INTRODUCTION

Knowing foreign languages gives a lot of opportunities to humans. With the help of this knowledge one can communicate a lot of nations in the world as well as exchange experience with the help the language. Learning a language as well as teaching a foreign language is not an easy matter. It takes long time and hard work from both educator and student to reach a better result to study and learn. To attract students' attention to learn foreign language and to have an interesting lesson, teachers can use a number of teaching methods which can give fresh air to the lesson process. A great number of different teaching methods can help to teach students easily and interestingly.

MATERIALS AND METHODS

During the lesson teachers must provide their lesson should be effective and must be aimed to learn the language properly. In this case, educators can use various ways of teaching. While learning and teaching a foreign language, it would be efficient to divide into various skills and parts of the teaching process as the following:

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For all aspects of language vocabulary is the most influential one as the language is based on the words and expressions.

Most teachers prefer to teach all aspects separately while others like to teach them all in one lesson. However both methods can be absolutely effective if the lesson is organized correctly. Here I would like to give some effective methods of teaching vocabulary during the lesson.

There are three stages of vocabulary acquisition. To transfer to the production stage, the following activities are of use:

Dictation
Translation
Picture description
Using the word in dialogues
Answering questions
Open-ended tasks
Filling-in the gaps with appropriate words

RESULTS AND DISCUSSION

Using interesting methods of teaching helps to attract students' attention. There different types of teaching strategies for teaching vocabulary at all stages as the following:

Semantic Maps. In this activity, the teacher chooses a word and displays it for the class on a whiteboard, etc. Students read the word and then think of words that come to mind when they see that word (this is awesome because it activates prior

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learning). A list is created of all of the words that come to mind, and then those words are categorized. This can be done as a whole class or in small groups. Students then create a "map" using a graphic organizer and discuss it. Additional or substitute categories can be suggested. As students read through the text, they can add related words to the map.

Eye Spy. Give students a list of words to search for in a text or have them find unfamiliar words. You can award points to the words based on different criteria (longest new word, word with most consonants, etc.). Invest in a set of inexpensive dollar store magnifying glasses to make this more game-like. This is a great pre-reading activity.

Making Choices. Students show their understanding of vocabulary by saying the word when it applies, or remaining silent when it doesn't.

Word Pairs. Give students words in pairs and have them evaluate if the words are the same, opposite, go together, or are unrelated. This strategy is terrific for building critical thinking skills along with the vocabulary.

Scavenger Hunt. Have a word scavenger hunt in books, magazines, articles on the net, or in the school or home. Don't just go for numbers; go for unusual words, academic vocabulary, weird spellings, homophones, etc.

Vocabulary Photo Album. Using a simple, inexpensive photo album, students create a visual glossary of key words.

Vocabulary Relay. Print out words on one set of cards (copy this set a few times) and definitions, context, or sentences in which they could be used (fill-in-the-blank) on another set (just one set). Jumble up the words in a pile in the middle of the floor, and jumble up the definitions, context, and sentences to keep with you. Break students into teams of five. Call out the definition/context/sentence and give students some time to think (8 – 10 seconds) to talk about what word it might be. After the discussion time, call out "Word!" One member from each team runs to the center and tries to find the word in the pile.

There are three stages of vocabulary acquisition. They are the following:

1. Noticing: the learner notices the new word in a context or with the help of visual clues.
2. Recognition, first, with help, then, the student's own.
3. Production, that is the ability to use the word in appropriate situations.

Researchers say that a word has to be encountered in different settings 10-16 times before it is put in the long-term memory. Thus, we have to provide plenty of activities at different stages of vocabulary acquisition. Furthermore, to aid noticing,

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we, teachers, are to provide plentiful exposure to the language. Any learner can say, that, after they paid attention to a new word, they start to come across it in multiple situations. This way, the word becomes something familiar. Moreover, to help recognition, the following types of exercises can be used:

1) Circle the word you hear. (Usually writing about 20 words on the board, then asking the students to circle the words which have been pronounced. It can be a team game.)
2) Pointing.
3) Matching.
4) Total Physical Response activities, when, for example, the teacher gives a command, and the students obey.
5) Drawing activities. (Students are asked to draw fruit which is named, then they compare their drawings or numbers can be included.
6) Sorting/categorizing the words.
7) Multiple choice.
8) Students guess what/which person the teacher is describing.

CONCLUSION

To sum up all, different teaching strategies have been effective during teaching a language. Moreover, it gives great fun to the lesson . however teacher must be skillful to use these methods at the lesson. Everything has to be chosen according to the age, interest, level and grade of the students. Vocabulary can be classified as receptive (words we understand when others use them) or productive (words we use ourselves). Vocabulary can also be classified as oral or written. Thus, each of us has four vocabularies: Words we understand when we hear them (receptive/oral), words we can read (receptive/written), words we use in our speech (productive/oral), and words we use in our writing (productive/written). The four vocabularies overlap but are not the same, and the relationships among them change over time. Children entering school, for example, have larger oral than reading vocabularies in their first language. Literate adults, on the other hand, have larger reading than oral vocabularies. And both children and adults have larger receptive vocabularies than productive ones; that is, they understand more words than they use in their speech or writing. The emphasis in this book will be on reading vocabulary. However, all four types of vocabulary are important, and we will give some attention to each of them. In order to talk about vocabulary size—the very important matter of how many words students know and need to learn—it is necessary to decide just what we will call a

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word. When written, words are groups of letters separated by white space. Thus, the is a word, apple another word, predawn another, perpendicular another, and houseboat still another. By this same definition, however, want, wants, wanted, and wanting are each separate words, though their only real difference is how they are grammatically inflected. Therefore, for the most part, when we are considering how many words students know or need to learn, we will use the term word to refer to word families. By word families, we mean the basic word and all of its inflected forms. Thus, we count the forms want, wants, wanted, and wanting as a single word.

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