

EFFECTIVE VOCABULARY TEACHING STRATEGIES.

Arazdurdiyeva Annasoltan Narbayevna

Student of the Faculty of Foreign Languages of the Nukus State Pedagogical Institute named after Ajiniyaz

Annotation: *The purpose of given article is to explore the importance of teaching and learning vocabulary in the EFL classroom setting and providing findings and ideas to help teachers and students to be successful learners. The object of the scientific work is the process of teaching foreign language vocabulary. The topicality of the work is predetermined by the fact that teaching and learning vocabulary is an integral part of the foreign language teaching process. This matter requires new and more efficient approaches to the teaching process. Searching for new teaching methodical approaches is the key task of modern linguists and pedagogues who deal with foreign languages.*

Key words. *Strategies, linguists, teaching methods, language teaching, practice.*

Introduction. In modern methodology two main tendencies set apart: methods in which the teacher has the most important role and chooses the items students will learn opposing the one where focus shifts away from the teacher to the students. This makes students more responsible for their own learning and allows to meet individual needs of each student. In recent years , there has been a major shift in perspective within the language teaching profession concerning the nature of what is to be taught. In simple terms, there has been a change of emphasis from presenting language as a set of forms (grammatical , phonological, lexical) which have to be learned and practiced, to presenting language as a functional system which is used to fulfill a range of communicative purposes, which is described as communicative competence.

Effective Strategies for Teaching Vocabulary for Intermediate Level Students

In the ESL context, vocabulary not only supports the four language skills, listening, speaking, reading, and writing, but also mediates between ESL students and content-area classes in that these students often find that lack of vocabulary knowledge is an obstacle to learning. Therefore, it follows that ESL vocabulary teaching and learning are often emphasized. In a similar fashion, if ESL teachers are attuned to effective strategies for teaching vocabulary, they could facilitate students' proficiency in the four skills.

Moreover, empirical research often focuses on a limited number of specific strategies, whereas classroom practice is more complex and uses a

variety of strategies. The present study highlights the importance of bridging the gap between research and practice. I begin by reviewing a broad range of relevant literature that addresses various aspects of second-language (L2) vocabulary teaching and learning: for example, intentional and incidental vocabulary learning, vocabulary retention, and vocabulary learning through diverse activities or tasks. In order to provide a model for ESL teachers to apply theories and insights provided by others in their own classrooms, I then apply some vocabulary teaching strategies drawn from research findings to an authentic Web reading text in which certain vocabulary items are assumed to be difficult for ESL students to comprehend. For example, students can read and retell a text generatively, that is, in their own words. Also, in order to learn unknown words while reading a text, students can access a dictionary with various look-up options such as pictorial and verbal cues [12; 74]. With regard to vocabulary retention, Hulstijn demonstrated that target vocabulary items were retained significantly longer when their meanings were correctly inferred than when explained by their synonyms. Joe argued that the retention of unfamiliar words was significantly facilitated when students engaged in a text-based task that demanded a higher level of generativity. Plass, Chun and Mayer. stated that students remembered unknown words better when provided with both pictorial and written annotations than when provided with only one kind or no annotation[7:42].

Usage of Key strategies in teaching vocabulary

The teacher should try to get the meaning to the class without using translation. This is not preferable on the ground that translation may or may not provide the meaning of the word accurately and precisely. It is advocated as it enables the class to go without grasping the meaning of a word that they have learned to pronounce rather than to depend upon the translation.

Below there are recommendations on teaching the meaning of the word:

- Perform an action either with your hands and/or a facial gesture if you can.
- Draw or present a picture or representation of the word.
- Write it on the board and spell it out loud pointing to each letter as you go.
- Use props if you can.
- Define the meaning of the word and use it in a few very simple sentences.
- Use a similar word (synonym) to give your students something they can identify and compare it to and put into context.
- Use an opposite word (antonym) so that you are driving a point home by showing a direct contrast to the word.
- Get the pupils to try and put the new word in a few sentences.

–Discuss the word and create a mind map with the students linking several words related to the new word i. e.: dog - barking - fluffy - playful - short-haired etc.

Teaching vocabulary requires use of all senses to get the best results and best memory retention possible. Some of the key strategies to unfold the information and meaning of a new word to a class are as follows:

1. Definitions

Definitions in the target language may be very handy if they are expressed in terms that are better known or more easily guessed than the word that is defined. In this direction teachers and students can refer to authentic and reliable dictionaries.

2. Self-defining Context

The context makes the situation clear, and this in turn illuminates the meaning of the new word. This practice saves time and develops an intensive reading habit and better understanding.

3. Antonyms

When one member of a pair of opposites is understood, the meaning of the other can be easily comprehended. This helps the student to understand the different shades of meanings of a word.

4. Synonyms

A synonym may be used to help the student to understand the different shades of meaning if the synonym is better known than the word being taught. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly.

5. Dramatization

This method can be practiced at ease. It can win the favour of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or demonstrated.

6. Realia

Real objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous.

English lessons on video are highly recommended when teaching vocabulary as the connection between hearing the spoken word, seeing the visual object and written word is highly valuable. The learner's vocabulary can only expand if you keep exposing them to new words and practical situations. The lessons cover basic greetings and helpful common phrases. Areas of grammar, tenses and vocabulary builders like the alphabet, vowels, colours, numbers and shapes are also valuable teachings.

Theme based lessons are a must as they highlight a good, solid variety of everyday objects and situations. Their focal point is to familiarize the learner

with all the daily visual articles in the world around us. Video lessons are presented with a huge array of bright, bold pictures and accompanying words. The tutor is pleasant in manner and has an expressive voice with an English accent.

When teaching vocabulary, you should inspire creativity as much as possible to keep the level of interest and excitement high. Get students to create colourful, bold street signs, posters, bill boards, magazine covers, flashcards, calendars, weather forecasts, newspaper headlines and news presentations using numbers, shapes and letters. A written, creative project can then be given as an oral presentation and a class discussion can follow.

Conclusion.

In conclusion, usually we are sure that students want to know the meaning of many more words than teachers can teach them, the dictionary provides one of the best resources for students who wish to increase the number of words they understand. But it's better to use the monolingual dictionary. In it there are many more words than students will ever see in class. There is more grammatical information about the words. There is information about pronunciation, spelling, word formation, and metaphorical and idiomatic use--- a whole profile of a practical word. It requires teachers to introduce to their methods of choosing and using a proper dictionary. This is fairly practical, just as the Chinese proverb goes —Teach me how to fish, rather than giving me fish.

We have seen the importance of vocabulary teaching in English language teaching, and we also talked about some practical strategies in vocabulary teaching. Vocabulary is to the learner as building materials are to the architect. Without a large English vocabulary, no one can claim a good command of the language. In a word, the aim of the article is to make us,, teachers and learners, both realize the importance of the vocabulary in the language and try to give some enlightenment to the teachers and learners on the way to becoming competent language users. Vocabulary teaching plays an important role in English teaching, so to improve the effectiveness and efficiency, teachers should not only understand the students' difficulties of word study, but also use some useful strategies and methods. Only in this way they can help to improve the students' language competence and their ability to use English freely in communication.

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