

## **TEACHING VOCABULARY TO YOUNG LEARNERS (1-4 GRADES)**

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**Abstract:** *Vocabulary is the knowledge of words and word meanings. As Steven Stahl (2005) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies.*

**Key words:** *fun, motivation, memorize, games, activities, fast learning infrastructure, ESL, National Research Council, simplicity.*

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### **Introduction:**

"Why? What is it good for? Is it good for them at all? Do they really need it? Is it not only a useless worry? Why do we have to make them learn something more than what they really need and have to? How much hope shall we place in it? "

The aim of this work is to show several ways that can be used for teaching vocabulary to young learners. I would like to show why and how teaching vocabulary to young learners can be more efficient.

In conclusion I will briefly summarize my thesis. After that follows the list of sources - books (used literature) which I used for my thesis and the appendices where I included some materials and exercises with the keys

### **The Importance of Teaching Vocabulary**

One of the beauties of the English language is the diversity of the vocabulary available to its users. It is also one of the things that can make English hard to get to grips with. Misused vocabulary can make even the most fluent speakers seem inexperienced; on the other hand, getting it right gives the speaker confidence and an increased ability to express themselves. Furthermore, a good vocabulary range increases reading comprehension, ability in technical subjects and written ability. These are all good reasons to make sure that your vocabulary teaching is interesting, useful and effective, don't you think?

**Make it interesting:** This is often the hardest part of teaching vocab. See below for some fun activities to make the lessons engaging for students of all levels.

# "INTEGRATION, EVOLUTION, MODERNIZATION: WAYS OF DEVELOPMENT OF SCIENCE AND EDUCATION"

**Keep it relevant:** Don't teach words your students cannot or will not use - you're only going to put them off and make them think that learning vocabulary is a pointless exercise.

**Set achievable goals:** This applies to three main areas:

- **The words you are targeting:** Are they suitable for the student's ability?
- **The amount of time you give students to learn them:** Don't expect your class of 7–8-year-old students to learn their words overnight; by the same token, if you give them too long, it won't be a priority. Generally, you want to introduce the words on Monday, practice through the week, and test on Friday (or some variation of this based on your class schedule).

## **What is the best way to teach ESL vocabulary?**

### **Create context around words you teach**

It's a good idea to think about how students will recall a word when sitting for an exam and use this as your starting point to determine how you want your students to remember what you have taught them. In other words, don't teach new words in a vacuum. You want to create a contextual experience (an interesting story, a series of images, a dialogue) that leaves a deep impression so that when the time comes for your class to recall a particular list of words, they'll be able to access these words with little trouble, building their ESL vocabularies throughout each class!

Teach relevant ESL vocabulary

Be aware that if you focus on vocabulary that can't be put to immediate and repetitive use in your students' day-to-day lives, it will be relegated to the quicksand of short-term memory and soon forgotten, thus rendering all your hard work useless. Teaching vocabulary in ESL is of vital importance to long-term use of classroom lessons. Be sure to choose vocabulary that is connected to your students' lives and can be easily applied to their world outside of the classroom.

### **Consider your students age**

**Young** learners are innately curious and love to learn the names of things that surround them. Hands-on activities, songs, or colorful visuals work well for kids.

**Teens**, on the other hand, need vocabulary to help them understand the music they listen to and the shows or movies they watch, as well as words that can help them communicate with others and express their feelings.

**Adults** need the appropriate English vocabulary to help them relate to others on both a personal and business level, and they rely on you to give them the best and most common words and phrases that will help them improve their communication skills.

**What are the techniques for introducing and teaching new ESL vocabulary?**

### **Show images or drawings**

Because drawings and photos are fairly universal and understood by most people, this is perhaps the best way to present new vocabulary. The internet is chock-full of photos and pictures, and there are a variety of stock photo websites to choose from.

If you have a knack for drawing, you can make your own pictures or create your own characters, but make sure that these are large enough for everyone to see clearly if you don't have access to a SMART board. Keep the composition of your photos or drawings simple, as too many things happening at once can confuse students.

### **IsDB to allocate about \$400 million to boost Infrastructure, rural development, and early childhood education in Uzbekistan**

Islamic Development Bank (IsDB) President and Group Chairman, Dr. Muhammad Al Jasser, and Uzbekistan Minister of Investments, Industry, and Trade, Laziz Kudratov, have signed three financing agreements to support the development of critical infrastructure and social services in Uzbekistan. These agreements aim to promote sustainable economic growth, enhance rural development, and improve early childhood education in the country.

In 1995, the National Research Council issued standards for what all K-12 students should know and be able to do in science. The document contained standards in five areas: teaching, professional development, assessment, content, program and system. We will look more closely at what was said under "teaching." They stated that science teaching should change "... with the classroom becoming a community in which students learn science through inquiry," They contend that science teaching should move away from ". teachers presenting information and covering science topics to students learning science through active involvement."

Again and again, the focus of the standards is on inquiry. And so it should be. Inquiry has been the focus of this book from its inception in 1972. You will find that each chapter (except the first, which is an introduction) uses an inquiry-based method to teach and learn science.

Another focus of this book is "simplicity." We need not tell prospective teachers how hard it is to teach science. (They already know that.) Instead, we need to tell them how easy it is; and that they will be able to teach it effectively. Instead of many steps, there are only three. Instead of focusing mostly on theory, the book focuses on practical exercises that work in the classroom.

Not only are the methods simple, but so are the activities. Most of the activities in the book can be presented by a typical elementary school teacher without a strong science background, special in-service work, or extra courses. We feel that methods, in isolation, are of limited value. That is why the methods (actual inquiry activities) and content are combined throughout the text. This combining of method and content is often touted, but not often achieved. In fact, most methods books in

science education are divided into two parts; the methods in the front of the book, and the content in the back. Although the reader is told to combine the two, the authors cannot seem to do it themselves.

This book is different. The methods in this text have been used with thousands of teachers for many years. The events and steps have been tested and retested. We hope that the reader will find this book a real help in teaching science to children.

### **Conclusion**

As a conclusion, common techniques in teaching vocabulary to young learners can be divided into three groups. For presenting new words, using flashcards and miming are preferred by most of teachers.

Vocabulary is important because it's the basis of all language. It's the raw building blocks that we can use to express our thoughts and ideas, share information, understand others and grow personal relationships.

In getting students to practice the words they have learnt, grouping words into certain categories preferably outnumbers the other techniques. For the final stage in teaching vocabulary - revising.

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