



THE WAYS OF IMPROVING THE PUPILS' VOCABULARY IN ENGLISH CLASSES

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Abstract: *This article is about improving English vocabulary and using it in speech. Without vocabulary a learner cannot speak, write, read and listen accurately. There for, vocabulary is the main body of the language, which is used actively in the four skills. So, the article outlines some methods about how to enrich the students' vocabulary in English classes. Moreover, it proves the influences to the students' vocabulary in different grades.*

Key words: *vocabulary, process, practicing, importance, comprehension, outline, challenges.*

Introduction

Nowadays, learning English is developing rapidly, even at an early age. Therefore, a learner has to know or understand vocabulary of the language. English language is different from Uzbeklanguage according to their origin that is why, there are some problems that Uzbek pupils face while improving English vocabulary. However, a plethora of researches and work have done for this phenomenon by many teachers and linguists. Once Sultanova said, (no date) dialogues are important features to enhance vocabulary. As Ur and Penny noted, learners carry about dictionaries and grammar books. " That is, without grammar, children can try to communicate with others and to express their opinions. But without vocabulary they cannot do speaking as an active listening, reading and writing.

That is why, more scientists suggest some techniques which are helpful for learners and educators. As an addition to these methods, I mention some ways.

Method.

Many scientists and methodologists research how to improve the students' vocabulary effectively in English classes. In addition to these methods, I am going to mention some ways.

1. Young learners are interested in using colorful pictures during the lesson. So teacher should perform a picture of the new word and explain what it is in English. I mention that new vocabulary must belong to only one group. For instance, in one lesson teacher should practice the words of fruits, after some




lessons words of another group: vegetables, wild animals, domestic animals and so on. If there are

10 new words of one theme, teacher shows 10 flashcards of these words on the

Board. The students practice pronouncing the words with a teacher. Then the teacher asks to close the students' eyes. The teacher hides one of the flashcards on the board and asks to say which flashcard is missed. This game continued with another flashcard. In this way the student can memorize the words and of course improve the vocabulary. A teacher can adapt according to the level of the students.

2. It is tradition to use vocabulary notebook among students who learn English. There are 2 columns: 1-English word or phrase, 2-the translation of this word or phrase in Uzbek. Some students add the 3rd column for transcription of the appropriate word. I think it is boring to write and learn new vocabulary through this way. Besides this ineffective and repetitive way, a teacher asks to draw 2 lines perpendicularly. The students create 4 grids.


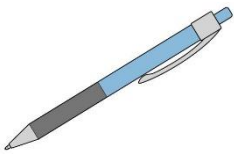



Apple	
a red apple	I have a red apple

In the first grid teacher asks students to write a new word, for example, «apple». In the second grid students draw a picture of the word. Drawing is the most favorite job of learners and improves the students' imagination. Then, the teacher lets them make up a phrase with the word like “a red apple” and write in the third grid. By this way, the students use the new word in a simple word combination. Finally, in the fourth grid they make up and write full sentence with the help of the teacher – “ I have a red apple”. As a result, a simple word becomes a full sentence and the learners can use the new vocabulary in their speech as a word combination and a sentence.



3. Reading a text. Many linguists consider that reading a text is helpful way of learning new vocabulary. A teacher gives a text to the students according to their level. In the text there should be **bold** or underlined words which are unfamiliar with the students. They pay their attention to these words. The teacher gives additional information like saying synonyms or performing action and miming. Learners understand the meaning of new vocabulary by this way. Also, the teacher can adapt to desirable vocabulary by himself according to their level. If learners are young, the teacher can use flashcards of the new words. In the text there might be a

picture after bold word in brackets, furthermore, the educator can give matching exercise to consolidate and remember the words.




I have a pen	 
I have a ruler	 
I have a book	

A teacher couldn't use L1 to explain new vocabulary and the students comprehend a new word without any difficulties. They see a picture followed by the bold word and understand what the word means.

After reading a text the teacher can give an exercise to remind and consolidate new vocabulary by matching.



Match the words and their pictures

A book	
A pen	
A ruler	

If learners are in high grades the reading task should be changed into finding the meaning of the new word. As mentioned above, there are bold or highlighted words or phrases in the text. However, there are not any definitions and pictures of the word. The students read the text with unknown words and try to guess the meaning of the bold ones from the context. After reading and understanding the text the teacher gives some questions to check the students' comprehension of new vocabulary.

4. The students are fan of unusual funny activities. A teacher should use this features of the learners to learn and revise new vocabulary. The teacher puts the flashcardsof new vocabulary on the floor, which was learnt at the previous lesson before beginning the lesson. And he explains that is a bridge to pass the river and there is a crocodile in the water. If a pupil can say all the flashcards correctly, he can take his seat and participate in the lesson. The students say the learnt words step by step and take their seats. If someone cannot address the flashcard on the bridge, he comes back to the door, gives his turn to another partner and pays attention to the other students' task. Then, he tries to pass the river through the bridge by saying new vocabulary.

Results and Discussions.

The teachers should use methods during teaching according to the students' level and ability. If an activity is too easy or difficult, they can adapt it to their students' level.

1. When I use "picture vocabulary" for the elementary classes, the students are interested in the activity while drawing and painting. Drawing is their favorite part and all students can participate in the activity. However, some students who are not good at drawing and imagining have some difficulties to do the task.



They try to copy out and wait someone to assist their picture vocabulary. In addition to this, we have ten new words in the first lesson of the unit at school. Ten new words with drawing, making up phrases and sentences takes more time than I expect. That is why, the students have less time to do other exercises in the grades of 1 and 2. The students of the third and fourth grades have abilities drawing and imagination, so they are able to fulfill the task with great interest. They have enough time to do the other activities on writing, practicing and presentation with new vocabulary. Furthermore, I realize that, the students can remember new vocabulary easily and use them in their speech by “picture vocabulary” way. Middle and high classes have also great interests to write new words by new amazing way. They can also learn the vocabulary without challenging and make up sentences with them in written form and orally. However, if the given words are nouns, the task is done excellent, whilst, if the given words are verbs, adjectives or adverbs, some students have difficulties how to draw and represent. In this situation, a student who can outline well goes to the board and show what he drew and it helps other students to do the task. The teacher can encourage all students to participate in the lesson effectively by this way. Mainly, the pupils who can imagine and represent the new word remember new vocabulary easily.

2. I can name ‘Words family’ method which given words are related to only one family. I gave mixed new words which belong to different groups: *elevator, pencil case, coconuts, roller-skating, sore throat*. It was too difficult to remember these words which are connected to school things, buildings, fruits, hobbies and health. The students need to imagine different kinds of objects and it becomes boring. Instead of this, I give 5 words in one family to the fourth grade students: *elevator, basement, stairs, roof and attic*.

All words are in one appropriate group-Building. The students can imagine only one theme, while they are learning. I give other five words about fruits to the third grade students: *mangoes, coconuts, pineapples, grapes, lemons*. They are also interested in the vocabulary because they think only about fruits. This method is effective for all grades in my experience.

3. “Passing the bridge” method is one of the compelling activity for students. To participate in this activity excellently, the pupils must learn new words beforehand or at home as homework. If the teacher has manner to do this activity after teaching new vocabulary, these students absolutely come to the lesson learning the words. Because they can make an effort to pass the bridge at one go among their classmates. Especially, young learners (1-5 grades) are afraid



of falling of the water and they know there is a crocodile. It helps students doing the task with high spirit and them to walk the bridge step by step carefully.

Middle and high grades accept the activity with high mood, but they don't believe that a crocodile can eat someone who cannot say the word.

This activity is at the beginning of the lesson, therefore, it helps students to warm up and energize.

In conclusion, it is to realize that learning new vocabulary is cognitive activity in which the language learner is required to demonstrate control of variables. By analyzing, I came into conclusion teaching vocabulary is important part of second language learning. The ability to communicate in a second language clearly and efficiently contribute to the success of the learner in school. Various activities such as those listed above can contribute a great deal to students in developing basic interactive skills. These activities make students more active in learning process and at the same time make their learning more meaningful and fun for them.

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