

APPROACHES OF TEACHING VOCABULARY TO THE JUNIOR STUDENTS.

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Annotation: Mastering foreign languages is one of the most important tasks in educating students as a well-rounded person, because learning a foreign language means acquiring knowledge and activating mental abilities. The knowledge and skills acquired through the acquisition of foreign languages, which are an integral part of professional skills, create an opportunity for students to carry out their future scientific and professional activities.

Key words: communicative - cognitive approach, vocabulary competence, incidental and intentional vocabulary

Methodology of vocabulary teaching has undergone too many changes in the course of foreign languages teaching development. In the period when the grammar translation method was used, vocabulary was taught by means of translation when students were given lists of words with their translation to be learned (crammed): in audio-lingual method teaching vocabulary was also tuned up to grammar and words were presented and learned in structures. Nowadays in communicative - cognitive approach vocabulary competence is very important for communication in a foreign languages; it is impossible to read, write, speak or listen without knowledge of vocabulary. Practice and theory of foreign languages shows that the importance of teaching/learning vocabulary can hardly be overvalued. As many teachers of foreign languages reading comprehension will attest, when their students are faced with an unfamiliar text in the foreign language, the first challenge seems to be its vocabulary¹. When the text has many new words, students are in despair and seem to be discouraged. When the vocabulary of the text is more familiar, students are more likely to continue with the reading task. There are many methods teachers use to teach vocabulary or to encourage vocabulary self-learning by their students. Rogova G.B (1992) and Jalolov J.J (1996) distinguish between incidental and intentional vocabulary learning. They claim that both approaches are present in foreign languages learning, since students learn vocabulary intentionally as part of course requirements but also gain knowledge of words incidentally through their

¹ Adilbekovna R. D. Challenges in Teaching English as a Specific Purpose //Central Asian Journal of Theoretical and Applied Science. – 2021. – T. 2. – №. 6. – C. 93-97.

reading. Still these authors show that intentional vocabulary learning is more effective for retention. Intentional vocabulary learning, by definition, is intended learning of vocabulary. All other activities that deal with vocabulary are categorized as incidental learning. When students want to increase their vocabulary or have to learn new words for a test, they invest the necessary mental effort and memorize the words until they know their meanings. Incidental learning, on the other hand, does not involve a conscious effort to learn words. This learning "just happens" (but not often). In other words, the number of new words learnt incidentally is relatively small compared to the number of words that can be learned intentionally. Not all English foreign language teachers are aware of the limited efficiency of incidental vocabulary learning. Many of them, especially those who teach at the university, focus on teaching various kinds of reading skills or practicing comprehension questions, and takes for: *taklif etmoq* - to offer, to suggest; *rad etmoq* - to refuse, to deny; *bajarmoq* - to make, to do; granted that their student's will somehow learn word meanings. The study emphasizes the preference and importance of intentional vocabulary learning. In order to understand the meaning of a new word, the students usually have either to infer it from context or from its structure, or look up the word in the dictionary. Context is a challenging way to present a new word by embedding it in a sentence for the students to guess (to infer) the meaning of the new word: the little boy begged the man to follow him. He pulled on his arm and said; "please, come with me." This is a good technique but it may be followed by silence either because the context is unclear or because the students have some listening (reading) problems. For all the differences in methods and approaches of teaching and learning vocabulary at university a great role belongs to the teacher because:

1. The teacher should be up to date regarding the vocabulary curriculum
2. The teacher should plan instruction effectively
3. The teacher should plan control and assessment of students' learning vocabulary effectively.
4. The teacher should monitor students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments when appropriate.
5. The teacher should create an environment that is positive for student learning and involvement.
6. The teacher should make learning goals clear to students.
7. The teacher should use appropriate instructional techniques.
8. The teacher should evaluate and try innovative approaches, and refine instructional strategies, including the effective use of technologies, to increase student learning and confidence to learn.
9. The teacher should strive to ensure equitable opportunities for student learning.

10. The teacher should be a reflective and continuous learner: a language learner once, a language learner always. Teachers find it necessary to explain the meaning of a new word or a phrase to the students. The aim should be to explain the new word as quickly and as efficiently as possible. The following activities may be used

1. Showing a real object (direct, non-verbal, verbal) To explain new words "pen", "schoolbag", "blackboard", "apple", etc. we can show real objects in the classroom. This is very easy to teach some words but it is also limited to things that you cannot bring into the classroom, such as "elephant", "bus", etc.

2. Showing a picture: (direct, non-verbal, verbal) Pictures can be used to explain the meaning of vocabulary items, to create a situation or a context. Stick figures, blackboard drawings, charts, flashcards, posters, etc. are included in this category.

3. Using actions, facial expressions, body language (direct): It is often impossible to explain the meaning of a word through pictures. Body language, actions, facial expressions, mime and mimics, gestures are used to help the students understand the meaning of a word. e.g. teacher pretends to jump, hold, kiss, etc. teacher gestures back, to, from, etc.

4. Giving examples (using the word in context) (direct, verbal) Examples must be selected carefully. They must be informative, suitable to the learners' age, interest, culture, background, etc. Examples mustn't be offensive, humiliating. e.g. uglier A is uglier than B (students from the classroom) never give such examples from your class. e.g. Building 'Houses are buildings. This school is also a building. In big cities there are many large buildings—there are hotels, and offices, and cinemas. They are all buildings of different kinds.

5. Explanation (definition): Teachers should be very careful when explaining the meaning of a word. Explanations must include information about the usage. Explanations must be detailed to help the students guess the meaning, e.g. (The teacher may not give the item in these sentences) He or she does not work in an office. They are sometimes on duty at night. They wear a white overall at work. They get patients to get well. He/she is not a doctor,..... Who is he/she?

6. Relating the meaning of a new word to known word classes (word building elements) Since students learned many words during their previous lessons, a new word related to a known word class can easily be understood by the students in the classroom. Prefixes, Suffixes, etc. can be demonstrated with their roots on board to help the students guess the meaning, e.g. Length. Noun form of long. Beautify. Adjective form of beauti+ful Unforget un+forget +able Childish child+ish

7. Point out cognates (similar in form, meaning in both Uzbek and English): There are many words in Uzbek borrowed from English. These words may be different in spelling but usually the same or very similar when they are said. e.g. modernization, office, technique, chocolate, super-market, football, club and etc.

8. Translation: If teachers translate all the unknown words in the classroom, students will not try to guess and force themselves to learn the meaning and usage. Sometimes if the students cannot understand the meaning easily, translating the meaning of a new word can be necessary to save the time of a teacher. But teachers must be aware of that not all words and phrases in Uzbek are easily translated from English or to English translation and interpretation.

9. Forming concepts: This is very enjoyable way of teaching meaning because students like game like activities. They may give the meaning in LI. e.g. you read it in the newspaper or magazines when you want to buy something. What is it? What do you do with bread if you want to make sandwiches? What happened to ' a road when there is ice on it?

10 Contrast, synonym and antonym: Sometimes in order to explain the meaning of a new word we use the opposite meaning of that word. Some words can be understood better by their contrasts in context. e. g. big X small new X old full X empty. Obviously the dictionary provides one of the best resources for students who wish to increase the number of words they understand - or at least for students who wish to understand what a word means when they come across it in a text or in a conversation. The teacher should examine different types of dictionaries and teach students how to use them.

In conclusion, it is important to organize the educational process at a high level in vocationally oriented and foreign language faculties, and in particular, to master English terms, words and phrases. For many years, the main criterion for acquiring a foreign language was grammar, as a result of which new words and phrases (lexical) were considered as simple units, and it was believed that in time the structures mastered by the learner would be replaced by other words in the language. Despite the increasing number of lexical errors that cause language barriers among speakers, and despite the fact that foreign language learners complain about the lack of vocabulary, the same approach has prevailed in teaching foreign languages. The problem of "not enough words" and the lack of confidence in the proper formulation of ideas in English is a problem familiar to even the most experienced teachers.

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