

CHALLENGES OF TEACHING COLLOQUIAL VOCABULARY FOR DEVELOPMENT OF COMMUNICATIVE COMPETENCE

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Abstract

In this paper we explore arguments concerning the challenges of teaching colloquialism at the English classes of Uzbek schools. The study was conducted with the participation of English teachers and 10 grade pupils of schools. In this work, survey research is used by questionnaires and interview transcripts. The findings of the study prove that colloquial vocabulary is not commonly taught at English classes and majority of pupils are not acquainted with colloquialism.

Key words: Colloquialism, slang, informal English, communicative language teaching (CLT), TEFL, non-standard language.

Introduction

Communication is essential to the social life of human beings. We, as in a group-living habitat, rely on it for exchanging information, building relationships and creating a more civilized world. In this case, learning English language demands you to enhance your communicative competence and all types of speech genres including colloquialism. As language is one of the important aspects of human life it's essential to make it easy to learn. Vocabulary is the complex part of language learning that majority of learners face. This is because people use different language register by using different styles of vocabulary. (Phuong, 2021, 29p). This article is devoted to analyzing the challenges of teaching colloquial vocabulary at the English classes.

Main characteristics of colloquial words and their linguodidactic potential in FL acquisition.

The term colloquial is old enough: Dr Johnson, the great English lexicographer, used it. Yet with him it had a definitely derogatory ring. S. Johnson thought colloquial words inconsistent with good usage and, thinking it his duty to reform the English language, he advised "to clear it from colloquial barbarisms". By the end of the 19th century with Neo-grammarians the description of colloquial speech came into its own, and linguists began to study the vocabulary that people actually use under various circumstances and not what they may be justified in using. As employed in our time, the adjective colloquial does not necessarily mean 'slangy' or 'vulgar', although slang vocabulary and vulgar vocabulary make part of **colloquial vocabulary**, or, in set-

theoretical terminology, form subsets contained in the set we call **colloquial vocabulary**.

Methodology

In this part, we made a questionnaire for teachers including following questions:

1. Do you teach colloquial vocabulary?
2. How do you think is it necessary to teach slangs and up to date neologisms?
3. What kind of effort would you give for teaching Informal English?

According to the survey, it is précised that majority of English teachers do not teach colloquialism during the class .They approved the idea that students should master at formal language because they need for their career development.A number of teachers believe that teaching colloquial vocabulary is not necessary to spend a particular time and it can be learnt by students themselves when they get to a higher level of language proficiency while some of them partially introduce informal English through English movies and songs.

In the next observation, we analyze the acquittance of students with colloquial words through “fill in the gaps” activities in which 108 students participated.Students were asked to fill the observation card in which a list of colloquial vocabulary should be written down in the blanks.The results of observation shows that great number of students have difficulties with colloquial vocabulary.

Discussion

According to the survey, 73% of students are not aware of slangs and jargonisms while 27% of them came across while they were watching American films (which is authentic).It is clear that teaching formal English with a bunch of academic vocabulary can be helpful for students’ professional development.However, learning colloquialism has a great impact on language acquisition.This is because, it sounds more authentic and motivates learners to use their second language. Hasanah mentioned that as we are living in information age, language learners should master both oral and written form of language and speaking is one of the main language skills that plays an essential role in language learning.Having an ability to speak well, creates opportunities to get involved in a communication. Obviously, the implementing of every language in communicative process gets altered by the time relates to social phenomena.(Hasanah, 2020).

Conclusion

According to the study it is seen that many students have struggled with informal English as they are not taught authentic materials. Currently, English language is being taught as a second and foreign language in many countries including Uzbekistan.The main questions that make language teachers confused are obviously what to teach and

how to teach. Since the main goal of teaching a language is communication, language teachers should focus on communicative competence of students rather than their academic skills. In order to create a communicative atmosphere in language classroom, educators have to use some “sound native” words which we call Colloquial layer regardless it can be used for official discourse by a number of native speakers.

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