

## EFFECTIVE WAYS OF TEACHING VOCABULARY TO ENGLISH LANGUAGE LEARNERS

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**Annotation:** Vocabulary is difficult to teach because of its complex linguistic, semantic and psychological aspects. Therefore, teachers should continue to explore ways to replace memorization with more effective techniques. This article tries to give some suggestions on how to teach English vocabulary effectively and describes some innovative teaching methods.

**Key words:** methods, vocabulary, teaching, strategies, activities

**Introduction:** Vocabulary acquisition is a difficult process. The ability of the students to recall the word on demand and to recognize it in both written and spoken form is the main goal that needs to be attained during the vocabulary learning process. Despite the numerous theories that have been written about the process of learning new words, memory is still the key factor. As a result, there are a number of universal teaching principles that apply to all teaching methodologies.

The guiding principles, according to Wallace in 1988, are:

Aim — what is to be taught, which words, and how many are needed,

Need — the students' actual needs and interests should be reflected in the target vocabulary.

- repeated exposure

- An effective presentation - It should be ensured that the denotation or reference is clear and unambiguous.

Students must be prepared to continue expanding their vocabulary on their own since they typically only learn a small portion of the words they need in language classes and often only know them partially. A word learner acts as the agent of his or her own word learning through word-learning strategies, which are deliberate actions. They include analyzing word parts or sentences to determine a word's meaning, inferring meaning from context, using a dictionary, and posing word-related questions. When a word is first encountered, they are also conducted to establish its usage. Using English-language media like songs, movies, and social media is one way to study and practice the meaning with classmates. Other methods include using semantic maps, word cards, or a vocabulary notebook.

According to research, successful word learning results from the use of effective strategies. In order to achieve this, learners must be aware of a variety of strategies, be able to choose the right ones, and be proficient in using them. Learners benefit when a wide range of strategies are demonstrated and regularly used in the classroom. The strategies are intended to serve as practical tools for future independent word learning. The methods listed below can help you create opportunities for vocabulary strategy practice in the classroom.

**Reflection.** Intelligent word learners take the time to consider words and consider how they are used. They carefully evaluate their own comprehension of a new term, consider the functions and goals of the word's users, and consider the knowledge required to use the term appropriately. Asking enlightening questions during reflection will result in precise word usage.

**Memory aids. Word cards.** In terms of both time and effort, word cards make for effective practice. As they practice, they give students the chance to practice connecting form and meaning. Because they are practical, word cards let students practice frequently and at their own pace. They can be altered to incorporate details like the translation, function, sample sentence, pronunciation, collocations, and visual representation of the target word. For instance, young learners' teachers frequently ask students to draw a picture. With the help of word cards, students can learn words both receptively and productively. After practicing word meanings, students can use word cards to construct sentences and practice grammatical constructions and collocations.

**Vocabulary notebooks.** To encourage learner autonomy, vocabulary notebooks are used. Students choose the words and record the information they have independently gathered, with teachers providing guidance on what information should be recorded. The target word should be included in notebook entries along with information from four additional categories, such as a sample sentence, dictionary definition, translation, part of speech, pronunciation, word family members, and collocations. To follow student progress and better understand how perceptive students are about identifying what is important; the notebooks can be collected every few weeks. It is not necessary for teachers to comment on every entry; a few suggestions or guiding questions should be sufficient.

**Using a dictionary.** Using a dictionary requires the ability to alphabetize words, consider the use of synonyms and antonyms, divide a concept into parts based on appearance or function, and distinguish between similar words. When using this language-organizing analytical tool, learners need direction and practice. Students benefit greatly from hands-on dictionary practice, which includes the following.

Is there such a word? Pairs of students review a teacher-prepared list of words. The instructor should confirm that the students are familiar with at least some of the words.

Navigating dictionary: Where is the letter? For this activity, students will need a paper dictionary. Point out that some letters of the alphabet have much larger sections with more words than others. Ask the students to predict which alphabet letters will appear in the majority of English words as beginnings.

**Conclusion.** While some facets of word learning are acquired directly through instruction, others are acquired incidentally. The process of learning new words is incremental and involves the growth of receptive, productive, depth, and breadth of vocabulary. Teachers should not expect to teach all the words that students need, but they can give students the knowledge and skills they need to effectively use word-learning strategies as independent word learners by helping them understand the word-learning process.

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