

CURRENT TRENDS IN TEACHING SECOND LANGUAGE VOCABULARY

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ANNOTATION.

The article illustrates some effective ways of teaching a foreign language. Furthermore, it discusses the most effective teaching strategies during teaching a foreign language paying attention to the vocabulary teaching

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Knowing foreign languages gives a lot of opportunities to humans. With the help of this knowledge one can communicate a lot of nations in the world as well as exchange experience with the help the language. Learning a language as well as teaching a foreign language is not an easy matter. It takes long time and hard work from both educator and student to reach a better result to study and learn. To attract students' attention to learn foreign language and to have an interesting lesson, teachers can use a number of teaching methods which can give fresh air to the lesson process. A great number of different teaching methods can help to teach students easily and interestingly.

During the lesson teachers must provide their lesson should be effective and must be aimed to learn the language properly. In this case, educators can use various ways of teaching. While learning and teaching a foreign language, it would be efficient to divide into various skills and parts of the teaching process like, grammar, writing, vocabulary, speaking, listening and understanding and others. For all aspects of language vocabulary is the most influential one as the language is based on the words and expressions. Most teachers prefer to teach all aspects separately while others like to teach them all in one lesson. However both methods can be absolutely effective if the lesson is organized correctly. Here I would like to give some effective methods of teaching vocabulary during the lesson. There are three stages of vocabulary acquisition. To transfer to the production stage, the following activities are of use: Dictation, Translation, Picture description, Using the word in dialogues, Answering questions, Open-ended tasks, Filling-in the gaps with appropriate words. Using interesting methods of teaching helps to attract students' attention. There different types of teaching strategies for teaching vocabulary at all stages as the following:

The first and foremost one can be considered as “Semantic Maps”. In this activity, the teacher chooses a word and displays it for the class on a whiteboard, etc. Students read the word and then think of words that come to mind when they see that word (this is awesome because it activates prior learning). A list is created of all of the words that come to mind, and then those words are categorized. This can be done as a whole class or in small groups. Students then create a “map” using a graphic organizer and discuss it. Additional or substitute categories can be suggested. As students read through the text, they can add related words to the map. The next one is called “Eye Spy”. Give students a list of words to search

for in a text or ask them find unfamiliar words. You can award points to the words based on different criteria (longest new word, word with most consonants, etc.). Invest in a set of inexpensive dollar store magnifying glasses to make this more game-like. This is a great pre-reading activity. The next crucial activity is “Making Choices”. In this activity students show their understanding of vocabulary by saying the word when it applies, or remaining silent when it doesn’t. Moreover: Word Pairs. Give students words in pairs and have them evaluate if the words are the same, opposite, go together, or are unrelated. This strategy is terrific for building critical thinking skills along with the vocabulary.

Scavenger Hunt. Have a word scavenger hunt in books, magazines, articles on the net, or in the school or home. Don’t just go for numbers; go for unusual words, academic vocabulary, weird spellings, homophones, etc.

Vocabulary Photo Album. Using a simple, inexpensive photo album, students create a visual glossary of key words.

Vocabulary Relay. Print out words on one set of cards (copy this set a few times) and definitions, context, or sentences in which they could be used (fill-in-the-blank) on another set (just one set). Jumble up the words in a pile in the middle of the floor, and jumble up the definitions, context, and sentences to keep with you. Break students into teams of five. Call out the definition/context/sentence and give students some time to think (8 – 10 seconds) to talk about what word it might be. After the discussion time, call out “Word!” One member from each team runs to the center and tries to find the word in the pile; and many other games and activities could be good methodology for teaching students in interesting ways.

There are three stages of vocabulary acquisition. They are the following: 1. Noticing: the learner notices the new word in a context or with the help of visual clues.

2. Recognition, first, with help, then, the student’s own. 3. Production, that is the ability to use the word in appropriate situations. Researchers say that a word has to be encountered in different settings 10-16 times before it is put in the long-term memory. Thus, we have to provide plenty of activities at different stages of vocabulary acquisition. Furthermore, to aid noticing, we, teachers, are to provide plentiful exposure to the language. Any learner can say, that, after they paid attention to a new word, they start to come across it in multiple situations. This way, the word becomes something familiar. Moreover, to help recognition, students can circle the word that they hear. (Usually writing about 20 words on the board, then asking the students to circle the words which have been pronounced. It can be a team game.) or they can point, match, do total physical response activities, when, for example, the teacher gives a command, and the students obey. Apart from these activities, the students are able to draw activities. (Students are asked to draw fruit which is named, then they compare their drawings or numbers can be included. Sorting/categorizing the words, Multiple choice, Students guess what/which person the teacher is describing and many good examples could be mentioned as the best ways of encouraging learners to study.

To sum up all, different teaching strategies have been effective during teaching a language. Moreover, it gives great fun to the lesson . however teacher must be skillful to use these methods at the lesson. Everything has to be chosen according to the age, interest, level and grade of the students.

Vocabulary can be classified as receptive (words we understand when others use them) or productive (words we use ourselves).

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