

THE WAYS OF IMPLEMENTING VOCABULARY ACTIVITIES IN TEACHING PROCESS

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Nowadays to learn foreign languages is very important in the world and in our country too, especially to learn English is very popular in our country among young's. One of the important issues in educational sphere in Uzbekistan is to raise the quality of teaching education, especially teaching foreign languages in primary and secondary special education.

It is education at all times contributed to maintaining stability of society, modification forms and types of human relations. In present -day society is characterized by increased social mobility, the development of contacts at all levels, abrupt changes of values . All this makes it especially urgent to foster tolerant consciousness and communicative competence as stable personality characteristics of the younger man. Solving this problem is becoming the real priority of pedagogy and practice.

Of particular interest today is the communicative factor in the contacts between the nationalities, the hierarchy of their values, the possibility of overcoming racial (national) prejudice and discrimination. Recently, much attention is given to the development of communication and competence. Important for our study was the work devoted to the notions of competences and competence-based approach in modern education. In linguistics, this problem is studied from the point of view of identifying units, reflecting the specificity of the language problems of verbal and non-verbal communication in the dialogue of cultures, language interference. In pedagogy studied problem from the perspective of general intellectual competence of students of foreign language competence of students. At the same time, as evidenced by the survey of the state of knowledge of the theme chosen by us, despite the relatively strong interest in her wide circle of scientists and teachers, there is still no monographic study of the theory and practice of formation of communicative competence of students at foreign language lessons, although this work are available for this serious scientific source materials.

The foregoing suggests that in the modern theory and practice, there is a contradiction between the objective increasing requirements of society to the problems of the use of the communicative competence of students, on the one hand lack of theoretical and practical elaboration of the principles and methods of communication education by means of foreign language, on the other hand.

Based on the identification of contradictions and research facility to find ways in which they defined the problem resolution process to ensure pedagogical formation of communicative competence on foreign language lessons. As part of this problem was identified research theme: "Shaping the communicative competence of foreign language lessons as to the pedagogical process."

All around the world, students of all ages are learning to speak English, but their reasons for wanting to study English can differ

greatly. Some students, of course, only learn English because it is on the curriculum at primary or secondary level, but for others, studying the language reflects some kind of a choice.

Many people learn English because they think it will be useful in some way for international communication and travel. Such students of general English often do not have particular reason for going to English classes, but simply wish to learn to speak (and read and write) the language effectively for wherever an might be useful for them.

The purposes people have for learning will have an effect on what it is they want and need to learn – and as a result will influence what are taught. Business English students, for example, will want to spend a lot of time concentrating on the language needed for specific business transactions and situations. Students living in target – language community will need to use English to achieve their immediate practical and social needs. A group of nurses will want to study the king of English that they are likely to have to use while they nurse. Students of general English (including those studying the language as part of their primary and secondary education) will not have such specific needs, of course, and so their lessons (and the materials which the teachers use) will almost certainly look different from those for students which more clearly identifiable needs.

Consideration of our students' different reasons for learning is just one of many different learner variables.

English is learnt and taught in many different contexts and in many different class arrangements. Such differences will have a considerable effect on how and what it is we teach.

The given qualification papers is devoted to the study of Methods of teaching the ways of implementing vocabulary activities in teaching process.

To start with, we will clarify what we mean when we use the terms «vocabulary» and «word». According to the *Collins Cob English Language Dictionary* (1989: 1629), «**the vocabulary of a language** is the total number of words in it» and «**someone's vocabulary** is the total number of words in a language that he or she knows». However, this term will be used in a more restricted sense in this paper: we will limit ourselves to what Michael Wallace in his work *Teaching Vocabulary* calls «**content words**» as opposed to «**structure words**», and which would include nouns, verbs, adjectives and adverbs derived from adjectives. According to this author, structure words are almost deprived of meaning when considered in isolation and, therefore, should be considered as part of the grammar of a language

As regards the term «**word**», it will be used as an equivalent to **lexical item** or **lexeme** (Richards et al. 1992: 210) and, therefore, refers to expressions made up of one or more terms which form units of meaning. Thus, «to put up with» or «to paint the town red» would be considered as words from the point of view of vocabulary teaching in the same way as a single word like «chair», for example, would. Therefore, idioms and multi-word verbs such as phrasal and prepositional verbs will be included.

Vocabulary is obviously a very important element within a language as the overwhelming majority of meaning is carried lexically; and, therefore, something to be taken into consideration both in Second and Foreign Language Teaching - although not the only one that conveys meaning. There are certainly other elements such as grammar, stress, rhythm, intonation, tone of voice, pauses, hesitations or silences, not to mention the use of non-vocal phenomena such as ¹kinesics and proxemics features. Learning a language cannot be reduced,

¹ Wallace, M. *Teaching Vocabulary*. Boston: Houghton Muffin Company. 1982 p78

of course, to only learning vocabulary, but it is also true that «no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way» (McCarthy 1990: VIII), an idea defended by many applied linguists, e.g. Allen (1983: 1), Wallace (1988: 9), Corder (Rosaner & Bolitho 1990: 113), Taylor (1990: 1), Willis (1990: 1-14) etc. Nevertheless, in spite of the importance of this element, vocabulary is often the least systematized and the most neglected of all the aspects of learning a second language, not only in EGP but in ESP as well (Kennedy & Bolitho 1984: 65). This lack of attention is not only characteristic of older grammatical syllabuses but of more recent communicative approaches. On the contrary the emphasis is rather placed on structures, «functions, notions and communicative strategies» (Dubin & Olshtain 1986: 111- 112).

In our opinion, our students need to be made aware of the importance of this element because we have observed that, in general, there is a tendency to concentrate on grammar, paying little attention to vocabulary. This can be done through the so-called «awareness» activities such as the one that follows. Two texts are produced from an English passage, one containing all the content words (text A) and the other all the structure words (text B). Half of the class is given A and the other half, B; and they are all asked to infer what the original text is about. It is obvious that those having the content words can make at least some guesses whereas the others do not have a clue as to what the passage deals with.

Learning vocabulary is a rather more complex process than it might at first sight appear. It does not mean acquiring the same amount of knowledge for every word in a language. After all, we must take into account that even native speakers of a language can understand many more words than they actually use. As a result there is an important distinction to be made between **productive/active vocabulary** (i.e. the words learners need to be able to use and understand) and **receptive/ passive vocabulary** (i.e. the words they need to recognize only), distinction which the teacher must bear in mind in his/her practice as there is obviously a lot more work involved in giving a student a productive knowledge of a word than a receptive one.

Now, what does it mean to «know» a word then? According to Linda Taylor (1990: 1-3), knowledge of a word implies the acquisition of information of various types, which seem to be language universals. These different kinds of knowledge are as follows:

Knowledge of the **frequency of occurrence** of the word in a language. Thus, some lexical items in English are far more likely to appear in speech than in writing, such as «indeed» or «by the way», whereas others like «former» or «latter» may only occur in written media.

Knowledge of style, register and dialect.

Style, in a broad sense, would refer to the level of formality, e.g. slang, colloquial or informal, neutral, formal, frozen, etc. as well as styles such as humorous, ironic, poetic, literary, etc. For example, «Would you like a ride in my car?» is a neutral formula, appropriate in most contexts. «Fancy a spin?» may be acceptable between friends, but somewhat rude if made to a stranger.

Registers are varieties of language defined by the topic and context of use, e.g. the language of medicine, law, engineering, ... come into this category:

«to fold in» (cooking term for «mix»)

«cephalalgia» (medical term for «headache»)

«insolvent» (banking term for «penniless»)

Dialect refers to differences in geographical variation, e.g. «American English, British English, Scottish English», etc.:

«elevator» (US) - «lift» (GB)²

«loch» (Scottish) - «lake» (GB)

«G'day» (Australian) - «Hello» (GB)

Knowledge of **collocation**, both semantic and syntactic (sometimes termed **colligation**), i.e. knowing the syntactic behavior associated with the word as well as the network of associations between that word and other words in a language. For example, the word «injection» will normally appear in the context of medicine or nursing. It is likely to be used with the transitive verb «to give», which can be either active or passive, and it is usually preceded by an article. It may be substituted by the term «shot» in colloquial speech.

Knowledge of **morphology**, i.e. knowing the underlying form of a word and its possible derivations, e.g. the word «communication» comes from «communicate».

Knowledge of **semantics**, i.e. knowing what the word means or denotes as well as its connotations, e.g. «thin» (neutral) as opposed to «slim/slender» (positive) or «skinny/emaciated» (negative). Care must be taken as well with what are known as «false friends», e.g. «actually», «sensible», etc., which may lead to confusion.

Knowledge of **polysemy**, i.e. knowing the different meanings associated with a word. For example, let us take the word «quiet» in the following examples:

Be *quiet* and listen.

Peter is a *quiet* young man.

In the *quiet* of the night, not a word was heard.

Knowledge of the equivalent of the word in the mother tongue, that is to say, its **translation**. In addition to these, other types of knowledge should be considered such as knowledge of the spelling of a word and knowledge of its pronunciation, including stress.

As regards **spelling** there may be different acceptable written forms for the same word within the same variety of English (e.g. «hello/hallo/hullo») or, most commonly, due to the fact that they belong to different varieties as happens with many British or American English terms (e.g. «centre» (BrE) or «center» (AmE)).

As a summary **vocabulary** typically refers mainly to single words (e.g. *dog, green, wash*) and sometimes to very tightly link two- or three-word combinations (e.g. *stock market, compact disc, and sky blue, go off*). But the concept of **lexis** is bigger. It refers to our 'internal database' of words and complete 'ready-made' fixed/semi-fixed/typical combinations of words that we can recall and use quite quickly without having to construct new phrases and sentences word by word from scratch using our knowledge of grammar.

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² Wallace, M. Teaching Vocabulary. Boston: Houghton Muffin Company. 1982 p78

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