

## METHODS OF PRESENTING VOCABULARY IN ENGLISH CLASSES

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### ABSTRACT

In this article it was clarified some methods of presenting vocabulary in English classes. To teach vocabulary is not as an easy task as it seems to be at first sight. Teachers should be aware of different techniques for showing their students what new words mean. They can choose from different strategies to present the meaning of words, with an application of various methods.

**Keywords:** Form and meaning of the word, active vocabulary, passive vocabulary, principal ways, main sources, basic technique.

### INTRODUCTION

These days one of the most actual problems of the world is educating people with the help of teaching foreign language. The main reforms of the world's educational system are solving problems of giving opportunities to students to be aware of foreign languages, to develop their speaking and writing skills, to help them to use foreign languages in life. Teaching foreign languages in Uzbekistan has become very important since the first days of the Independence which pays much attention to the rising of education level of people, their intellectual growth. As our first President I. A. Karimov said: "Today it is difficult to revalue the importance of knowing foreign languages for our country as our people see their great prosperous future in the cooperation with foreign partners" [1].

There is no doubt that learners have to study and memorize lists of new words and try to master new expressions. However, they should learn not only the form and meaning of the word, but also the overall context in which a word is used. While in the former words are visually presented with the application of a picture or a map and then they might be seen as written or spoken, the latter is exactly the opposite of the first method of vocabulary presentation. Language students need a huge base of words to be able to express themselves, understand meanings of words and react to someone's utterance. They can apply their vocabulary while listening to songs, watching television, reading a book, writing a document or in a real communication.

Teaching vocabulary is a very important objective in the curriculum. According to psychologists, human beings learn the life experiences by words, because thoughts are made by words. Word is a central unit of a language: language first of all is the system of words. Without a sufficient vocabulary, students cannot communicate effectively and express ideas. Having a limited vocabulary is also a barrier that prevents students from learning a foreign language. If learners do not know how to expand their vocabulary, they gradually lose interest in learning [6, 112].

### MATERIALS AND METHODS

In reality, learners dispose with words they normally use actively while speaking, (so called active vocabulary). It is clear that the base of passive vocabulary is wider than the base of active

vocabulary, nevertheless, the task of language learning should be to develop both active and passive lexis with the main emphasis on the active use of learnt words. Doff suggests that “In teaching active vocabulary, it is usually worth spending time giving examples and asking questions, so that students can really see how the word is used”. As for dealing with teaching passive vocabulary Doff adds that “To save time, it is often best to present it quite quickly, with a simple example. If it appears as part of a text or dialogue, we can often leave students to guess the word from the context” [3, 215].

Another view of vocabulary is the one of Gairns & Redman who understand receptive vocabulary to mean language items which can only be recognized and comprehended in the context of reading and listening material and productive vocabulary to be language items which the learner can recall and use appropriately in speech and writing. In fact, Gairns & Redman’s concept of receptive vocabulary corresponds with the passive vocabulary, and productive vocabulary corresponds with the active one [4, 420].

There can be seen many methods presented in a different way which help learners to store as much vocabulary as possible. According to Allen, one of the fundamentals we should always remember as teachers is that: success in learning often depends on the number of senses which are used in the learning process. When students can touch something, in addition to hearing and seeing the word that names it, there is a stronger chance that the word will be learned [2, 420]. Fundamentally, experience has an essential role in vocabulary learning. Teaching vocabulary on grounds of sense perception seems to have a positive impact on students who can add the meaning of a word with the experienced illustration of the object. Such words are not presented out of the context; learners are able to add the meaning to the real image.

McCarthy states that “Meaning is not just lying on a plate, waiting to be picked up and instantly digested”. Teachers should find a good strategy how to present a meaning “In what way that is comprehensible to learners and learners have to relate new meanings to ones already known”.

With regard to a selection of the appropriate way of presenting vocabulary, McCarthy comes with three principal ways:

1. Teacher’s/ course book writer’s predictions
2. A sense of need in the learner, fostered by the teacher
3. The learners’ own sense of their needs, which may conflict with the teacher’s perceptions [7, 327].

Quite similar to McCarthy’s point of view is the view by Gairns & Redman who come with four main sources that influence the selection of vocabulary. Words can be learnt:

1. "through the course book"
2. "through supplementary materials"
3. "through students"
4. "through specific vocabulary activities designed by the teacher for his particular group of students" [4, 420].

It is important to work with a good textbook for teachers. Also, good supplementary materials like handouts or teaching aids are useful source of information for searching the best way to present vocabulary. To ask students to find out their interests seems to be a necessary step in this area as well. If students feel that they can co-decide and participate on making changes in syllabus, they are more critical in their attitudes towards learning lexis that they can choose to learn. They decide what to learn, they may be more enthusiastic, more active.

## Result and Discussion

Allen further suggests various techniques to improve the way of vocabulary teaching. They are:

- a) People are best able to learn a word when they feel a personal need for that word;
- b) Teachers can create in student's minds the feeling that certain English words are needed;
- c) To produce that sense of need, it is not enough just to mention an English word and give students its meaning;
- d) Understanding, hearing, and seeing a word are only first steps toward knowing it;
- e) Those first steps should be followed by activities that require students to use the new words for communication [ 2, 420].

If we sum these points, we find out that people are able to learn words which they consider to be essential for their lives, words that they can use in everyday communication and words which are connected to their hobbies. You should bear in mind that if you have the best books and aids, the aim of the lesson may not be realized when the activities which should lead to the aim, are not chosen well. Therefore, one has to approach this task with a great circumspection. To present vocabulary is not as an easy task as it seems to be at first sight. Teachers should be aware of different techniques for showing their students what new words mean. They can choose from different strategies to present the meaning of words, with an application of various methods. In order that the process of learning and restoring new words is successful, one should not forget to present a word in the way when learners would be able to sense the word.

Teachers can make certain words important and essential for their learners by creating a special atmosphere or by using a specific motivation, for instance by the announcement of a test.

Nowadays there are many possibilities and choices in presenting new vocabulary items and in working with them. Doff takes into consideration some basic techniques that can help to define new words. They are:

- 1) Showing meaning visually
- 2) Giving examples
- 3) Combining different techniques [3, 215].

## CONCLUSION

The first technique means that teachers can show students real objects, pictures or maps. The process of learning and restoring new words is thus more successful. As it has just been discussed, students are more likely to remember new words if they can match the word with its concrete form, that means if they can see, touch, feel or smell the objects or listen to their sounds. According to Doff "Another way to show what words mean is by giving an example, using the word in a context". Teachers are free to use explanation while using synonyms, antonyms or direct explanation either in the foreign language or in mother tongue. However, it is not so easy to explain in foreign language what the word means.

Finally, combining different techniques means that teachers use different strategies and ways and their combination to present new lexis to students. They can use pictures, dictionaries, explanation, facial expressions, body language or direct translation into native language

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