TEACHING READING AND VOCABULARY IN FOREIGN LANGUAGE

Sindarova Nargiza Abdumajidovna
teacher and Director of Tashkent "STEP UP family city" educational centre
sindarova.nargiza.@mail.ru

ABSTRACT

This article dedicates to the role and importance of teaching reading and vocabulary in foreign language during the class. The author propose methodic techniques of students' training for learning vocabulary based on innovative and traditions approaches and the aim of the work is to develop the technology of teaching vocabulary and suggest such exercises which will stimulate the teaching process. The given work is predetermined by the fact that teaching vocabulary is an integral part of the foreign language teaching process. This matter requires new and more efficient approaches to the teaching process. Searching for new teaching methodical approaches is the key task of modern linguists and pedagogues who deal with foreign languages.

Keywords: Linguist, technology, integral, monitoring, knowledge, stimulate, methodical approach.

Human vocabulary is still not capable, and probably never will be, of kniwing, recognizing, and communicating everything that can be humanly experienced and felt.

Jose Saramago

INTRODUCTION

It is clear that, teaching is a process, which facilitates learning. On the other hand, learning is a mental process, which results in the acquisition of knowledge.

Teaching vocabulary to students so that they have a large, expansive word knowledge and then understand the meaning behind the words, enables them to effectively express themselves clearly and in detail. It's equally as important as grammar. Vocabulary is the first and foremost important step in language acquisition. In a classroom the foreign language learning can be made interesting and efficient, interactive and interesting with the introduction of appropriate vocabulary exercises. Students learn vocabulary directly and indirectly. A student's vocabulary range increases from the age of speaking through the ages of structured learning in a classroom environment. Having active vocabulary lists can increase a student's ability to read and comprehend their world in books, activities, communication and listening. As a student's vocabulary increases so does his/her ability to read and comprehend learning materials, textbooks, and interpretation of the world around him/her.

Learning English vocabulary can be rather difficult. It is not made any easier by the fact that many words have several possible meanings. There are also many homonyms, which are words that sound the same but are spelled differently and have different meanings. All in all, aim of the work is to improve and develop the technology of teaching vocabulary and suggest such exercises which will encourage the teaching process.

REVIEW LITERATURE

Pedagogical science has a whole bunch of tools and methods, which can contribute to achievement of modern objectives of education. Many researchers' works are concerned with theoretical development of the problem of students' professional training quality control assurance in institutions. Vocabulary is the knowledge of words and word meanings. As Steven Stahl (2005) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." [22, p.150]

Reading in a foreign language is an important and integral aspect in the process of teaching students foreign language. Reading helps developing oral speech, add the vocabulary, develop thinking, get to know the life and culture of the country whose language is being studied. In the process of reading, students learn to think, consider the context, express their point of view; they feel confident when working with different types of information during reading instruction. Students who can work with such types of texts will be able to interact easily and quickly with information resources. To teach to read means to develop students the ability to teach the text in a foreign language without errors, to extract thoughts, ideas, facts from it, to understand it, to use the information received. Unfamiliar lexicon can cause difficulties when reading text in a foreign language, which are associated with an understanding unfamiliar words and an unusual value of familiar lexical units: homonyms and homographs, phrase and idiomatic expressions, grammatical means that have multiple meanings, multifunctional and others.

Problems that arise in students in the process of reading foreign language texts, usually associated with their age and individual characteristics. These features include the lack of linguistic and extra-linguistic knowledge, a narrow horizon, limited experience of users of language.

To overcome all these difficulties, the text helps you just need to be able to discern the support in it for understanding. They are very diverse[1, p. 34].. Motivated vocabulary and words, whose meanings are understandable from context, occupy special place among lexical supports. This vocabulary includes words that are derived from previously learned words, international words and converted. Such lexical units are considered as a potential lexical stock.

As signs of a linguistic nature, there are such signs as grammatical and informational, recognizing the actor, action, object of action, affixes, articles, unions, word order in the sentence, as well as auxiliary verbs and modal. It should be remembered that there are also such supports as logical-semantic. These are grammatical structures that convey the relations of belonging, place, time, realize the comparison, a connection, a representation.

The definition of the type of the sentence is of great importance for understanding the text: what it is - narrative, interrogative or imperative, as well as simple and complex. Orientations here can serve as articles, prepositions, pronouns, word order in the sentence and words that are written with a capital letter. To grammatical features that promote orientation in the text, include the morphological design of the word, affixes of the noun, adjective, adverb. The end of the verb serves as the main support.

Activities aimed at identifying all possible supports for understanding the text should be organized rationally. The process of reading, in which the method of overcoming difficulties is chosen taking into account their characteristics, is considered rational. So, familiar

grammatical constructions, known words are recognized quickly, and complex linguistic units need to be analyzed.

It should be noted that reading light texts is an essential component in teaching reading. Reading contributes to the accumulation of the experience of recognizing the known and develops the fluency of reading, and also gives confidence in its capabilities. But it does not prepare for an independent overcoming of difficulties, to reliance the unknown for the understanding of the unknown [2, p. 522].

Therefore, in the learning process it is important to use various forms of reading, such as familiarization, search and viewing. Besides that, reading is depend on learning new vocabulary also. As a result I would like to discuss about teaching new vocabulary in foreign languages. A great role in teaching the vocabulary is played by the way of semantizing the new LE correctly chosen by the teacher. The most popular way is to translate into one's native language, however it does not develop the students' linguistic thinking and does not contribute to the development of linguistic intuition, so the teacher has at his disposal such methods of explaining the meaning of new vocabulary, such as non-verbal (demonstration), explanation through context, using synonyms / antonyms / paraphrases, etc. The choice of this or that method depends on many factors, the main thing is that the teacher in teaching vocabulary should try to develop and encourage the language conjecture of students.

For the stage of memorizing and memorizing new LE in the methodical literature, the following recommendations can be found:

1. You should avoid learning the list of foreign words and translating them into your native language, it is more appropriate to use associative series and lexical fields.

2. When working with new lexical material, it is important to use the emotional component, making the new material interesting and meaningful.

3. Use autonomous training, in which the teacher plays the role of assistant and organizer.

The success of teaching reading and learning vocabulary directly depends on knowing the skills of independent work with the text, students' interest in the success of the learning process. Checking the understanding of the text is carried out in a simple way - asking questions about the contents of the read text first in Uzbek or Russian, and then in a foreign language. For this you can ask the following questions: What is the text about? What exactly is reported about this? How can this be explained? What new did I learn from the text I read?

Multiple exposures in multiple contexts are very efficient. One principle of effective vocabulary learning is to provide multiple exposures to a word's meaning. There is great improvement in vocabulary when students encounter vocabulary words often. According to Stahl, students probably have to see a word more than once to place it firmly in their long-term memories. "This does not mean mere repetition or drill of the word," but seeing the word in different and multiple contexts. In other words, it is important that vocabulary instruction provide students with opportunities to encounter words repeatedly and in more than one context.

Restructuring of vocabulary tasks is given below.

- Intentional instruction of vocabulary items is required for specific texts.
- Repetition and multiple exposures to vocabulary items are important.
- Learning in rich contexts is valuable for vocabulary learning. Vocabulary tasks should be restructured as necessary.
- Vocabulary learning should entail active engagement in learning tasks.
- Computer technology can be used effectively to help teach vocabulary.
- Vocabulary can be acquired through incidental learning. How vocabulary is assessed and evaluated can have differential effects on instruction.

- Dependence on a single vocabulary instructional method will not result in optimal learning. It is often assumed that when students do not learn new vocabulary words, they simply need to practice the words some more. Research has shown, however, that it is often the case that students simply do not understand the instructional task involved. Rather than focus only on the words themselves, teachers should be certain that students fully understand the instructional tasks. The restructuring of learning materials or strategies in various ways often can lead to increased vocabulary acquisition, especially for low-achieving or at-risk students. Once students know what is expected of them in a vocabulary task, they often learn rapidly. Moreover, to note that the process of teaching foreign-language reading should not be limited only to the development of the ability to correctly voice the text, as well as to the ability to extract information from the text that should be used in communication. In addition, to train vocabulary in order to fix it, there are various exercises. Fundamental principles for training the vocabulary are: systematic, situational and independent students. Exercises should reproduce the real situations of communication, be diverse, interesting and should develop the language abilities of students. Work on enriching the vocabulary of students is constantly and purposefully. It's no secret that teachers of a foreign language lack of special literature. And if the choice of textbooks for the computer department is large enough, then to find textbooks for the specialty for offices Construction and operation of buildings and structures and Designing, modeling and technology of garments are almost impossible. At present, much attention should be paid to the issues of teaching students to foreign languages to improve the level of knowledge, master the skills and abilities of future graduates of schools. Professionally oriented reading of different texts is the most important component of students' education in a lyceum, school or university. So the reading process must be aimed at any concrete, clear purpose and expected results too.

Results

The present article deals with the strategies involved in learning vocabulary. Generally speaking, strategies are the tools applied for participation in learning a skill or subject. Vocabulary learning strategies are the tools utilized in the task of learning vocabulary in the target language. They can be employed in all kinds of tasks. Hosenfeld's (1984) list of strategies of successful readers includes a few vocabulary learning strategies, such as guessing a word's meaning from the context, identifying the grammatical category of a word, looking up words or recognizing cognates. By the same token, general learning strategies, such as planning or assessment of learning, can be used in vocabulary learning. Vacabulary is typically taught in lists and a high priority is given to accuracy and the ability to construct correct sentences in the Grammar-Translation Approach. Prabhu mentions that traditionally, English was taught by the grammar translation method. In the late 1950s, structurally graded syllabi were introduced as a major innovation into the state systems for teaching English (10). The idea was that the teaching of language could be systematized by planning its inputs, just as the teaching of a subject such as arithmetic or physics could be. The structural approach was sometimes implemented as the direct method, with an insistence on monolingual English classrooms vocabulary is central to the learning and teaching of a second language as it affords learners access to all forms of oral and written communication that includes literature, music, and content knowledge. Word knowledge is power as words serve as building blocks to learning. Vocabulary building often occurs through reading; however, in the foreign language classroom due to the heavy concept load involved in reading a second language it is unlikely that students will acquire the essential vocabulary needed to comprehend the content and information they encounter in many texts. One of the major roles of the teacher then becomes to assist pupils to learn vocabulary as well as to equip them with strategies for learning words

The content of experimental and control group work

№	Educational establishment	Experimental group	Amount of students	Control group	Amount of students	Total number of the students
1	"STEP UP"	Elementary 1	15	Elementary 2	15	30

**The results of the experimental group checked according to the State Education Standard**

№	Groups	Amount of students	86-100%	71-70%	55-70%	0-54%	Average
1	Elementary	15	3	6	3	-	60%

The results of the control group checked according to the State Education Standard

№	Groups	Amount of students	86-100%	71-70%	55-70%	0-54%	Average
1	Elementary	15	1	5	9	-	40%

	Experemental group		Control group	
Ecellent	3	18%	1	16%
Good	6	21%	5	20%
Satisfactory	3	18%	9	24%

Average	Experemental group	Control group
100%	60%	40%
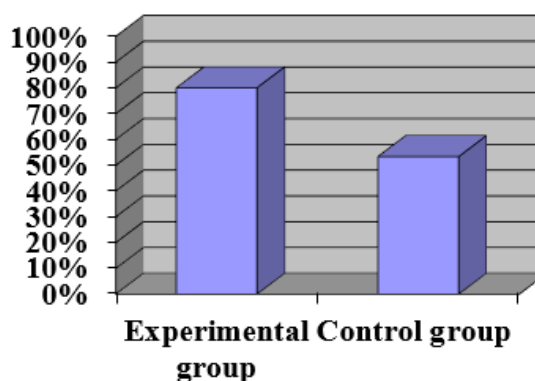
Vcabulary is typically taught in lists and a high priority is given to accuracy and the ability to construct correct sentences in the Grammar-Translation Approach. Prabhu mentions that traditionally, English was taught by the grammar translation method. In the late 1950s, structurally graded syllabi were introduced as a major innovation into the state systems for teaching English (10). The idea was that the teaching of language could be systematized by planning its inputs, just as the teaching of a subject such as arithmetic or physics could be. The structural approach was sometimes implemented as the direct method, with an insistence on monolingual English classrooms

REFERENCES

1. Alyousef H. S. Teaching Reading Comprehension to ESL/EFL Learners / H. S. Alyousef The Reading Matrix. - 2005. - №2. - P.143-154.
2. Archer A. L. Before Reading Practices / A. L. Archer. - Curriculum Associates, Skills for School Success. - 56 p.
3. Antrushyna H.B. English Lexicology. - Moscow, Drofa,1999. - 288 p.
4. Arsentyeva E.F. Comparative Analysis of the Phraseological Units. - Kazanj, 1989. - 125 p.
5. Babich H.N. Lexicology : A Current Guide. - Moscow, Flinta : Nauka, 2008. - 200 p.

6.   Borisenko IA, Somova Zh.P. Training to reading text in Forein language International Journal of Applied and Fundamental Research. - 2017. - No. 4-1. - P. 50-52;

7.   J.J. Jalolov, G.T. Makhkamova, Sh. S. Ashurov "English Language teaching methodology", Tashkent, 2015

8.   URL: http://www.applied-research.ru/en/article/view?id=11283 (reference date: 04/05/2018).

9. Crouch, C. H., & Mazur, E. (2001). Peer instruction: Ten years of experience and results. *American Journal of Physics.*, *69*(9), 970–977.

10. Davidson, J. E., & Sternberg, R. J. (2003). *The psychology of problem solving*. Cambridge University Press.