

## MODERN STRATEGIES IN TEACHING VOCABULARY OF MODERN ENGLISH

**Dalieva Madina Habibullaevna**

Senior teacher, Uzbek State World Languages University

E-mail: darling87@bk.ru

### ABSTRACT

The article deals with the issues related to analyzing the peculiarities teaching vocabulary and learning strategies based on its integrated usage and also describes modern techniques which can be effective in a foreign language lessons. Enriching the vocabulary of students is the most important task for a foreign language teacher. Optimization of teaching foreign languages can be achieved by studying the language and subject of the specialty on the basis of an integrated course. As well as, the role of vocabulary in language learning is difficult to assess.

**Keywords:** Foreign language, vocabulary, students, lexical skills, communication, communicative language teaching, syntagma.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

A distinctive feature of the modern world is the formation of a community of highly qualified specialists with competitive advantages. Among these advantages can be distinguished professionalism by the experience and knowledge of two or more foreign languages. Optimization of teaching foreign languages can be achieved by studying the language and subject of the specialty on the basis of an integrated course. The role of vocabulary in language learning is difficult to assess. Without knowledge of professional vocabulary, a specialist will not be able to fully communicate and fulfill his professional duties. Currently, due to the wide distribution of the Internet and multimedia technologies, the emphasis in the methodology of teaching foreign languages has shifted from the teacher to the students themselves. Learning is increasingly becoming an interconnected, interdependent process. A qualified specialist begins to realize the need for constant updating and improvement of their language knowledge and competencies. In the methodology of teaching foreign languages, there are a certain number of strategies that facilitate the acquisition of a language. In this article, the author examines in detail strategies that allow replenishing professional vocabulary. The integrated use of vocabulary learning strategies will make it possible to increase professional vocabulary throughout life.

In the context of the new socio-economic realities of society, the requirements for the authenticity of foreign language as an instrument of communication in the dialogue of cultures have increased (Milrud 1997). No speech is possible if a person does not store in his memory a sufficient number of words and skills to combine them to achieve a communicative intention. The student's vocabulary should be in a state of "mobilization readiness" for inclusion in speech (Bim 1998). The problem of mastering the lexical aspect of foreign language constantly attracts the attention of both domestic and foreign researchers (I.L. Bim, A.L. Berdichevsky, V.A. Bukhbinder, P. B. Gurvich, V. A. Kondratyeva, M.A.Burlakov, N.M. Grischeleva, N.G. Komlev, V.S. Korostev, K.S. Krichevskaya, R.K.Minyar-Beloruhev, G.V. Rogova, G.K. Svetlishcheva, E.I.Solovtsova, G.V. Strelkova, A.N. Shamov, S.F. Shatilov, H. Becker, K. Giinter, W. Maier, L. Hoffmann, H. Schreiber and many others).

An analysis of research in the field of teaching vocabulary shows that the work on creating lexical skills is more focused on the form of speech activity, rather than on the word. This is largely justified by the communicative orientation of language acquisition.

Communicative language teaching of the foreign language is aimed the formation of competent language skills, which is impossible without a conscious choice of lexical means.

As noted by methodologists and university professors, the greatest difficulty in learning a foreign language is the assimilation of vocabulary. An analysis of the speech of students studying FL as a specialty showed that even with knowledge of the subject they have difficulty in correctly using words in situationally given speech. Often they lack words to express well-known concepts. The meaning of the statement is violated due to the erroneous use of even sufficiently frequent lexical units.

Perfect mastery of speech as a means of forming and formulating thoughts through language "(I.A. Zimnaya) is feasible only under the condition of flexible possession of linguistic material and, above all, the word, vocabulary, since it is the vocabulary that implements the informative side of speech, and one of the conditions of content utterances is perfect form mastery.

However, many linguists are based on opposition, paradigmatic relations in vocabulary are characteristic of the language system, and syntagmatic relations in vocabulary are realized in speech (Stepanova 1968). In other words, word combinations in speech are governed by syntagmatic relationships. Ultimately, mastery of one or another language is reduced to mastering the norms of compatibility. The syntactic and lexical compatibility of words is distinguished. "The syntactic compatibility of a word is determined by its lexical and grammatical characteristic. Lexical compatibility is by its individual meaning". In contrast to syntactic compatibility, when "a word acts as a representative of a particular grammatical class", lexical compatibility is considered as "the ability of words to combine with each other depending on their individual meanings (Vepreva, B.2011).

Minimization of the language for educational purposes should consistently focus on linguistics and psychology of speech as types of knowledge relevant to the methodology (Denisov 1980). When determining the unit of organization of the educational vocabulary of compatibility, we rely on the thesis of L. S. Vygotsky that the unit should possess all the basic properties inherent in the whole. In the framework of our construction, the main feature of the "Educational Dictionary of Compatibility" should be considered its focus on improving lexical compatibility as one of the main aspects of speech. Hence, the unit of organization of the dictionary should reflect the compatibility properties of the word according to the principle of semantic compatibility in the syntagmatic series. In our opinion, "lexical syntagma" meets this requirement N.M. Minina interprets the lexical syntagms "as such constructions or constructions of the word level that ensure the functioning of words in a sentence. Performing its nominative function, the word enters into various lexical relationships, has various syntagmatic relationships.

The selection and combination of linguistic elements at the stage of verbalization of the program of speech carried out during speech generation is carried out not within the framework of a single word, but at the level of syntagma.

They are situationally variable exercises in which the opportunity is created for repeated repetition of a speech sample in conditions close to real speech communication with its inherent

signs - emotionality, spontaneity and purposefulness of impact. Lexical games focus students' attention on vocabulary material, aim to help them acquire and expand their vocabulary, illustrate and work out the use of words in communication situations. Lexically directed exercises in the form of a game contribute to the development of students' attention, their cognitive interest, and help create a favorable psychological climate in the lesson.

*Memory game:* The teacher writes words or phrases on the board that need to be fixed. The teacher asks to turn away or close his eyes and erases one LE. Pupils must guess which LE is missing and write it correctly on the board.

*Snowball game:* the teacher begins by saying the first word. Each subsequent student must name all previous words in the order in which they were included in the game, and say a new word. If someone has forgotten a word or mixed up the order, he is eliminated from the game.

*Team game:* students are divided into two teams, the student from the first team calls the word in English, and students from the other team should name the word in English as soon as possible and get a point for it. The game takes 5 minutes. The team with the most points wins.

#### *"Vocabulary family"*

Imagine that you have a choice: your students can learn 1 word or 5 immediately. What do you prefer? Naturally, we want our students to learn as much as possible when it comes to vocabulary. One way to achieve this is to introduce vocabulary through related words or "vocabulary families". Instead of the single verb depend, your students will be familiar with dependence, dependent, independence, independent. At the same time, we will get acquainted with word formation methods.

#### *Graphic organizer*

Draw an A4 sheet into four rectangles. At the intersection of these lines, write the word or phrase that you want to remember. Sign each rectangle, starting from the top left clockwise:

- Description: Define the term using your own words.
- Characteristics: Give at least 3 interesting characteristics of the term.
- Synonym: What is it like?
- Antonym: What is it not like?

Students use their vocabulary to fill in the rectangles. Supplement them with drawings or diagrams.

Memorization Method "Graphic Organizer" helps students learn new words. If in our own words we define new lexical units, give examples from familiar situations and visual images, then any word will be imprinted in memory for a long time.

How to work with the graphical organizer in the classroom:

- Preparation. Define a list of words to learn for a specific topic. When working with a group of 3-4 students, give each group a task to learn one word.
- Mini demo. Explain to the class what a graphical organizer is and tell how to fill in the graphs.
- Group work. Make it easier for students to work on new words by discussing the word given to each group. Use leading questions to encourage the group to think in the right direction.
- Discussion in the lesson. Give a task to one student from the group to present their word. Let members of different teams communicate with each other and get to know other words. This will be enough for 2-3 minutes, so as not to interrupt the rhythm of the lesson.

### *Use of dictionaries*

Learning a new language always starts with a dictionary. At present, it is more convenient to use electronic dictionaries to work with new LEs, as they not only significantly exceed book volumes, but also find the word or phrase in a few seconds, electronic dictionaries contain more neologisms, since language is a reflection of the real life of people and their culture. All new vocabulary cannot be adequately reflected in paper dictionaries for the simple reason that they take too long to be developed. In fact, many dictionaries that were formed in the linguistic atmosphere of the middle of the century are very outdated. They do not indicate the modern meanings of old words, and many new words are simply absent. This has become especially evident in connection with the development of the Internet: most of the Web pages consist of English texts written in a vibrant modern language using colloquial vocabulary and slang. Only electronic dictionaries can solve this problem. Mass software products, such as electronic dictionaries, are characterized by frequent version changes and constant feedback from thousands of users.

Electronic dictionaries contain not only transcription, but can also pronounce words. The most common are ABBY Lingvo, Multiplex, Multitran, and Cambridge Dictionaries Online as <http://wordsteps.com>. It allows us to perform work similar to working with our dictionary (Vocabulary). We click on the "create a new dictionary" button, give it a name, drive words and translations into special fields, and the program creates exercises. There are several types of exercises, for example, multiple choice, compose a word from letters, and performance statistics. You can use thematic dictionaries already compiled by other people. There are word restrictions in the free version.

### *Flash Cards*

Cards should be easy to use. We need to choose the right size for cards that will fit comfortably in the palm of your hand, which will be easy to shift.

- Thick cards or cardboard are used for cards; cards can be laminated for a longer term of use.

- A word in a foreign language is placed on the front side of the card, it is possible to add a transcription and an example of the use of a word in a sentence. On the back there is a picture or translation indicating the lexical meaning of the word.

Using flash cards is an effective method for:

- Learning the graphic form of words
- Memorization of lexical meaning
- Fast speech playback of a word (reading)
- Transition of words from passive vocabulary to active (use in speaking)
- Increasing motivation to learn a foreign language.

In the 70s of the 20th century, a German scientist and journalist Sebastian Leitner proposed a practical method for learning words (and in our case we are talking about foreign vocabulary) with less effort than the traditional method - the method of simple repetition of flash cards, constantly sorting through one after another.

In this method, the so-called flash cards are sorted into groups depending on how well the student has learned the information on each card. For example, when learning a foreign language, a student tries to remember the meaning of a word written on a flash card. If he remembers it, then the card is transferred to the next group. If not, the card returns to the first group. Each subsequent group is repeated at an increasing interval. Advantage of the method

So, according to the Leitner system, you often repeat exactly those words that are more difficult to remember, which allows you to save time on words that are remembered well. As a result, there is a reduction in the time spent on training.

Adapted method of the Leitner system – we need to take a stack of flash cards. If the word on the top card is known, then the card is transferred to the end of the pile. If the word is unknown, then after viewing the translation it is transferred to the middle of the pile (closer to the beginning) so that it occurs earlier and more often than words already known. Thus, we achieve a more frequent repetition of the necessary difficult vocabulary and its lasting memorization.

We can make flash cards with phrasal verbs and idioms.

The site <http://www.english-4kids.com/flashcards.html> has a huge selection of ready-made colorful flash cards.

### *Memory cards*

The Mind Map memory card is an alternative to traditional methods of processing and transmitting information (notes, short notes, diagrams, etc.) This alternative is more productive, as it has a natural psychological basis, and most importantly turns the student into an active creator of his own knowledge.

The psychological basis of the memory card method is associative thinking. The memory card itself, from the point of view of its creators, is a model of the work of our brain.

It is enough to reproduce in memory one object of this information card, and it will pull a chain of dozens of interrelated facts, events. So there is a multidimensional associative thinking, which allows you to see not just the object of the world around itself, but in conjunction with other objects.

### *The principles of the memory card*

There are certain rules for creating memory cards developed by Tony Buchan, which are described in detail in his book “How to Mind Map”, namely:

1. The main idea, problem or word is located in the center. Highlighting the keyword of the associative chain, Busan gives almost the main meaning
2. To depict a central idea, you can use drawings, pictures.
3. Each main branch has its own color.
4. Only colored pencils, markers, etc. are used to create maps.
5. The main branches are connected with the central idea, and the branches of the second, third, etc. orders are connected to the main branches.
6. The branches should be curved, not straight (like branches of a tree).
7. Above each line - a branch is written only one keyword.

The result of the work is an individual product of one person or one group. Expresses individual capabilities, creates a space for the manifestation of creative abilities.

#### **Benefits of Mental Cards**

- convenient to use
- show the connections between phenomena, the logic of thinking
- contribute to better storage of information
- collect a large amount of data together
- develop creativity, thinking

This technique is good to use in group work at the stage of consolidating the lexical material covered on a specific topic.

### *Rhymes, poems, songs*

The study of lexical units takes place in a playful way, which contributes to the comfortable state of students in the lesson. Children usually have erratic attention. Therefore, it is imperative in terms of the lesson to provide for types of work that relieve stress, switch the attention of children, cause a positive emotional mood. Learning rhymes, poems meets the age and psychological characteristics of children. They are easy to memorize, possess such characteristics as rhythm, sound repeatability. Learning poetry gives children pleasure. And what is experienced emotionally positively remains in the memory for a long time, leaving a mark on the child's mind. Thanks to rhyme, lexico-grammatical structures are easily activated in oral speech.

The crucial point here is the use of an authentic speech pattern, and here songs and poems have many advantages over prose material. They are easy to enter, easy to remember, you can sing in chorus, which removes the psychological press from insecure students. In genuine song material, whole phrases and individual lexical units are often found that are characteristic of colloquial speech.

### *Crosswords*

Crosswords are a great way for students to activate vocabulary.

This strategy can be used in the first lesson of a new topic. Students will remember the words they will use in the next lesson.

A crossword puzzle is a great way to repeat the previously learned before the test work. Invite students to create a crossword puzzle based on the new words of the topic they have learned. They will repeat their spelling, remember the meanings. For weak students, you can add a thematic list of words to the crossword puzzle so that they can choose the right ones.

Of course, the list of strategies for expanding the vocabulary of students can be continued further, and each teacher will choose those methods that are closer to him. The main thing to remember, work on vocabulary should be constant and systematic.

## **Conclusion**

Using the above vocabulary learning strategies will enable students to replenish their professional vocabulary independently and at any time. It should be noted that these strategies need to be used in a comprehensive manner, since they are interconnected and integrated into each other. Learning professional foreign language vocabulary is a laborious and continuous process. Teachers can help with this by teaching them how to use strategies, but students themselves play an important role. Students should be aware of the vital necessity of learning, constantly use its results in real life and be responsible for it. Only in this interaction can the desired results be achieved.

## **REFERENCES**

1. Vepreva, T. B. (2011) Teaching foreign language to students of non-language specialties // Bulletin of the University of Pomerania. Ser .: Humanity. and social Sciences. No4. p. 126-130.
2. Gairns, R. & Redman S. Working with words. Cambridge University Press, 2001.

3. Chutpulatov Muhammad Chorievich. Linguostasis analysis of the gender of vocabulary, concepts, identities and differences. Word Art №3.2019. P.22-30 <http://dx.doi.org/10.26739/2181-9297-2019-3-3>
4. Nizomiddin Makhmudov. Lexical treasure of language and the linguistic picture of the world. Word Art №1.2018. P.18-27 <http://dx.doi.org/10.26739/2181-9297-2018-1-2>
5. Kenzhaboev Jahongir Abdusalimovich. Linguodidactic foundations for the development of lexical grammatical competencies in students Of non-linguistic universities. Word Art special.2020. P.290-298 <http://dx.doi.org/10.26739/2181-9297-2020-SI-2-35>
6. Halperin P.Ya. (1959) Development of research on the formation of mental actions: M.: APP of the RSFSR. P.445
7. Galskova N.D., Gez N.I. (2004) Theory of teaching foreign languages: Linguodidactics and methods: Textbook. M.: Publishing Center "Academy". P. 336
8. Leontiev A. A. (1975) Thought processes in the assimilation of a foreign language. // Foreign languages at school. No. 5, P. 72-75
9. Maslyko E.A., Babinskaya P.K., Budko A.F. et al. (1992) Handbook of a teacher of a foreign language. - M.: Higher School. - 445 p.
10. Rogova GV, Rabinovich F. M. (1991) Methods of teaching foreign languages in high school. - M.: Education. 287 p.
11. Gairns, R. & Redman S. Working with words. Cambridge University Press, 2001.
12. Chutpulatov Muhammad Chorievich. Linguostasis analysis of the gender of vocabulary, concepts, identities and differences. Word Art №3.2019. P.22-30 <http://dx.doi.org/10.26739/2181-9297-2019-3-3>
13. Bim I.L. To the problem of profile training of a foreign language at the senior level of a full secondary school // Foreign languages at school. - 2004. - No. 6. - p. 23-25.
14. Milrud R.P. Cooperation in a foreign language lesson // Foreign languages at school. - 1991. - No. 6. - p. 55.
15. Passov, E.I. Foreign language lesson in high school / E.I. Passes. - M.: Education. - 2010. - S. 229. ISBN: 978-5-222-15995-8
16. Petrova L.P. The use of computer technology in foreign language lessons - the need of the time // Foreign languages at school. - 2005. - No. 5. - p. 57 - 60.
17. Polat E.S. Using Internet Resources in Foreign Studies