

KEY STRATEGIES IN TEACHING VOCABULARY

Kazakbayeva Dilfuzahon Ilhomjon kizi

Teacher, Department of Interfaculty Foreign Languages
(Social Sciences and Humanities), Andijan State University, Uzbekistan

Mahmudova Diyora Sherzodjon kizi

Student, Department of Uzbek language and Literature, Philology Faculty
Andijan State University, Uzbekistan

Annotation: This article is about teaching problems at secondary schools and how to overcome them. Moreover, there are some useful key strategies to teach vocabulary. There are some word games given in the article for teachers to use in the lessons

Key words: Teaching vocabulary, definitions, key strategies, learning barriers, word games.

Talking about the importance of vocabulary, the linguist David Wilkins argued that: *“Without grammar little can be conveyed, without vocabulary nothing can be conveyed. If you spend most of your time studying grammar, your English will not improve very much. You will see most improvements if you learn more words and expressions.”*

Imagine the elements of a foreign language is like a tree. The trunk and branches signify grammar and the leaves signify vocabulary. Leaves cannot exist without the trunk and branches and the trunk and branches serve no purpose if there are no leaves. Therefore, in this manual I want to show some effective ways of teaching vocabulary.

Firstly, let's find the factors that retard students learning. There are many factors which obstacle both teachers and learners to teach and learn foreign languages. But I want to discuss with you only some of them.

Learning Barriers:

1. Shyness
2. Afraid of making mistakes
3. English only in English lessons

Shyness. Shyness is the feeling of awkward and lack of comfort particularly when someone is around other people. Some pupils are always shy and do not want to participate in activities. There even some pupils who start crying when you want to involve him/her for the activity.

Afraid of making mistakes. Another issue is fear of making mistakes. If you paid attention there are smart pupils but do not want to say the answer even when they know it. The student does not to read the text or speak the language because they are afraid of making mistakes.

As we know Uzbekistan is not an English speaking country. It is obvious that learning foreign languages is efficient when you are in real atmosphere. There is a joke among English learners:

- “How can I learn English well?”
- “Just go to London!”

What do I want to say with this? The most challenging issue for us is that English only in English lessons. There is no real English communication around us.

Taking into an account these problems I am going to give some suggestions.

- Building a Rapport With Your Students in your class.

When you enter the classroom it is very important that you give a welcoming smile to your students and greet them. Your assuring smile and greeting them in a familiar manner helps them bond with you instantly. When they bond with, they will find learning the language easily. Remember a smile always welcomes people to interact with you.

- **Motivation.**

Motivations is considered as the attribute that moves us to do or not to do something. It is the key of success. If we motivate our students, they try to be active. Encouraging makes our students to be more independent.

- **Using interactive methods.** Advantages of these interactive methods is that they can be used successfully both in learning and evaluation. Interactive methods are: Brainstorming, role-play, discussion, cluster. The impact of using interactive methods is:

- it motivates students

- students participate with pleasure in such activities.

- **Be friendly with your students not only in the lessons but also out of the lessons.**

In order to create English atmosphere out of lessons you greet with your students in English. Help them to choose English nicknames, e.g.: Mike, Dave, Kate or just chose names of celebrities: Selena, Diana, .When you come across with your student you may say: “Hi Kate! How are you?” or “Wow John! Glad to see you!” after two or three this kind greeting child start speaking English even outside.

Key strategies in teaching vocabulary:

There are some key strategies in teaching vocabulary. Here you can see some of them.

1 Definitions

2.Synonyms/Antonyms

3.Context

4.Realia

5.Illustration

6.Miming

1.Definitions

Do not hurry to give pupils the translation of the word. Try to give definitions.

Example: CAT -It is a small animal with four legs that people often keep as a pet. It meows.

To feel under the weather- To feel not well or to be ill.

2.Synonyms/ antonyms. Using the synonyms and antonyms is also effective in teaching vocabulary. It can help you express yourself better – more clearly.

Example: Attractive-Beautiful, pretty, lovely.

3. Context. Contextual guessing is guessing the translation of the word by context. Students can improve their vocabulary when they use these contextual clues it helps them to identify the meaning of the word they don't know.

Example: Bookworm-someone who likes reading books

Sarah is a **bookworm**. She reads two books a week.

4.Realia. Realia is a tool for teachers; Realia is useful material to provide learners with a better environment so they can understand the target vocabulary easily. It means that when students see the object, it can be easier for them to remember the word.

5.Illustrations. English teachers tend to feel that using illustrations in teaching new words makes the process enjoyable and memorable.

6. Miming: Students generally enjoy seeing teacher acting out a word or miming an expression and it can add a sense of enjoyment to a class.

Word Games:

Irregular verbs. Make card, write the verb and their past or past participle on separate cards. GO, WENT GONE or DO, DID, DONE. Then turn all the cards over in front of you with their backs up. Now you can play a memory game. Turn a card over, then another. If the two cards match, leave them face up. If they don't, turn them back over and try again.

Synonyms/antonyms. Divide the class into two groups. Distribute them cards with synonyms or antonyms. First group is given some words. Second group is provided with antonyms of the given words. First group sticks the word, e.g. BIG. The second group must find its antonym SMALL from their cards and stick it together with Big.

Stop the bus! Put the students into teams of three or four. Draw on the board a table like ones below and get each team to copy it onto a piece of paper. Students simply have to think one of item to go in each category beginning with the set letter. Give an example line of answers for the first time you play with a new group. The first team to finish shouts "Stop the bus!". Check their answers. If they are all OK, that team wins a point. If there any mistakes in their words let the game continue for another few minutes.

	animals	Colors	food	Sports
B	bear	Black	bread	Basketball
R	rabbit	Red	rice	Running

Word snake

Each raw or team sends their representatives to the board. They choose coloured pen or piece of chalk and they stand in a line. You write a letter and the first student must write a word beginning with that letter. Then the following student writes a word beginning with the last letter of the previous word, and so on. For example

D,Dayardogotigerabbitortouseglassilverainosear ...

Students write the words so that they merge together into a colourful snake.

Limit the time for each student to think depending on a level of the class, after their time has passed, if they haven't written a word then they must their turn. If the students miss the turn two times s/he should be replaced by another student from his/her group. But only one re or two replacements are allowed. The word written by the students may be counted by the colour of the words. Blue is the first student and the red one is the second student's words.

Used literatures:

1. Doug Case. English puzzles
2. Colin Granger. Play games with English
3. www.britishcouncil.org
4. www.learn English.com
5. www.busyteacher.org