



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.02331.4

THE WAYS OF IMPLEMENTING VOCABULARY ACTIVITIES IN TEACHING PROCESS

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ABSTRACT

This article is devoted to the ways of implementing vocabulary activities and principles for developing vocabulary abilities. 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, and intonation, tone of voice, pauses, hesitations or silences.

KEYWORDS: *Context, True-False, Cluster, Mind Mapping, Content Words, Communicative Approach.*

INTRODUCTION

Nowadays to learn foreign languages is very important in the world. One of the important issues in educational sphere in Uzbekistan is to raise the quality of teaching education. To reach the required standards the Republic of Uzbekistan accepted presidential decree in December, 2012.

The first president of the Republic of Uzbekistan, Islam Karimov said that “When our people have acquired independence after a very long period of time Uzbek people began determining their own way of development there existed lots of inner and outer threat aimed at overturning the newly born state, to disturb the peaceful life established in Uzbekistan. The Uzbek people understood that they must strengthen the independence gained and what hard obstacles were waiting us in further steps of the development. (Karimov I.A. Yuksak ma`naviyat – yengilmas kuch)

Many people learn English because they think it will be useful in some way for international communication. Such students of general English often do not have particular reason for going

to English classes, but simply wish to learn to speak (read and write) the language effectively for wherever and might be useful for them.

The purpose of people for learning will have an effect on what they want and need to learn – and as a result will influence what are taught. Business

English students, for example, want to spend a lot of time concentrating on the language needed for specific business transactions and situations. Students living in target – language community need to use English to achieve their immediate practical and social needs.

For example, in our military school teaching English is very up to date and it requires all the cadets to improve their all skills actually vocabulary.

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. Learning a language cannot be reduced, of course, to only learning vocabulary, but it is also true that even though the students learn grammar successfully, they need to use vocabulary in meaningful way(McCarthy 1990:VIII).

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 This lack of attention is not only characteristic of older grammatical syllabuses but of more recent communicative approaches (Kennedy & Bolitho 1984).

In my 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.

When making decisions about content, one of the first questions the language teacher will have to address is what vocabulary to teach. For many of them this will be determined by the choice of the course book, the syllabus designers, or other factors.

Even so, the teacher should be concerned about the different criteria used when designing their syllabuses and materials, the ones followed in making decisions about vocabulary content in language courses, and what the objectives of these particular decisions are. Otherwise, it becomes difficult to evaluate syllabuses and materials, to understand why particular vocabulary is to be taught as well as to explain to learners why they must learn particular words (McCarthy 1990:79).

If we want to organize our vocabulary teaching on a subject basis it may be a good idea to work out what the most frequent words are in that subject area either intuitively, with the aid of teachers of other subject matters (ESP), through the study of a limited set of related texts or with the help of a dictionary, e.g. topic dictionaries (see McArthur 1981, Pheby (ed.) 1985, Walter 1995).

Furthermore, teachers try to teach a foreign language through synonyms, antonyms and different kind of exercises. As for students it is very easy to remember more often used words. They are simple to catch by contexts.

Teachers who take their own texts into the classroom will often have to decide from experience, intuition or even the use of a dictionary, which words are likely to have the most useful range, a job which has already been done to a great extent in good course books. (Gaims & Redman 1989: 59).

The classroom will also often dictate the need for certain vocabulary without which the SS may fail to understand their teacher, classmates or the activity they are engaged in. One of these areas is grammatical terminology. Many teachers do not wish to burden their SS with too many grammatical labels, but it is also true that understanding such items can be very helpful.

On the one hand, the explanations given can be shorter and, on the other hand, the student can make a more profitable use of dictionaries and grammar books. It is the teacher who, taking into account factors such as age, course duration, etc., must weigh up the possible benefits or harm of using such terminology. The same would apply to phonological terminology.

Another area of classroom language has to do with the items which often appear in language activity instructions. Although constant exposure alone usually guarantees that these items will eventually be assimilated, it is possible to speed up the process by designing classroom activities containing many of these items and so avoid confusion or misunderstanding. (Gaims and Redman 1989: 57)

The importance of vocabulary in four evidences is emphasized. All exams, tests are based on mostly vocabulary, future workers will be considered the best if they have a large vocabulary, vocabulary is the source for trading and so on. Building and activating learners' background knowledge, motivating them are some of the main goals in teaching vocabulary skills.

If students develop their vocabulary skills, if they read with a clear purpose in mind and learn to apply various strategies, like guessing from the context, using context clues, using keyword technique and using dictionaries and so on, they will engage in reading with greater understanding and effectiveness will learn to solve problems, be creative and will become independent learners.

From the observations, I noticed that those groups of cadets who practiced grammar activity with games felt more motivated and interested in what they were doing. However the time they spent working on the words was usually slightly longer than when other techniques were used with different groups. This may suggest that more time devoted to activities leads to better results.

The marks cadets received suggested that the fun and relaxed atmosphere accompanying the activities facilitated their learning. But this is not the only possible explanation of such an outcome. The use of games during the lessons might have motivated cadets to work on the vocabulary items on their own, so the game might have only been a good stimulus for extra work.

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