DOI: 10.17117/na.2017.01.02.109

<http://ucom.ru/doc/na.2017.01.02.109.pdf>

Поступила (Received): 23.01.2017

Йулдашева С.А., Бекчанов Н.Э., Комилжонова М.А. Технические методы обучения английской лексике

Yoldasheva S.A., Bekchanov N.E., Komiljonova M.A.
Some techniques in teaching English vocabulary

Статья содержит информацию об изучении английского словарного запаса и как использовать их при ежедневной лексике. Вы можете прочесть и в то время использовать эти примеры на ваших уроках английского языка

Ключевые слова: методы, техника

This article is devoted to how to teach English vocabulary among the students and some techniques used during the lesson. With the help of various examples, the cases of usage are presented in this article

Key words: method, techniques

Йулдашева Севара Алишер кизи

Преподаватель

Ургенчский государственный университет им. Аль-Хорезми

Узбекистан, г. Ургенч, ул. Х. Алимджана, 14

Yoldasheva Sevara Alisher qizi

Teacher

Urgench state university named Al-Khorezmi

Uzbekistan, Urgench, H. Alimdjan st., 14

Бекчанов Нурбек Эркабоевич

Студент

Ургенчский государственный университет им. Аль-Хорезми

Узбекистан, г. Ургенч, ул. Х. Алимджана, 14

Bekchanov Nurbek Erkaboyevich

Student

Urgench state university named Al-Khorezmi

Uzbekistan, Urgench, H. Alimdjan st., 14

Комилжонова Мохинур Аллаберган кизи

Студент

Ургенчский государственный университет им. Аль-Хорезми

Узбекистан, г. Ургенч, ул. Х. Алимджана, 14

Komiljonova Mohinur Allabergan qizi

Student

Urgench state university named Al-Khorezmi

Uzbekistan, Urgench, H. Alimdjan st., 14

As we know that English language is becoming more and more popular all over the world and in all spheres of life; in particular, anyone who wants to succeed in the business world has to be able to speak English. Learning vocabulary is a very important part of learning a language. *The biggest component of any language is vocabulary [1].* The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing. Knowledge of vocabulary has a serious influence on general language competence. The more words students know, the more secure they feel and the more willing they are to communicate. But how can they best process new words? And how can teachers make it easier for their students to learn new words and retain them in their long-term memories?

In order to create a focus on vocabulary acquisition, teachers need to integrate vocabulary teaching concretely and directly into their lesson plans. Vocabulary has its place in every lesson and can be organically pulled from the other skill areas covered in the lesson. A collaborative, student-centered approach works well, and ensuring that each student provides a word for a collaborative wordlist makes them all accountable. Perhaps the students may be asked to work on their collaborative wordlist for the first ten minutes of the lesson – every lesson; or maybe it could be set as a group homework assignment. In this way, vocabulary work can be either the appetizer or the dessert course to any lesson. Electronic (try PowerPoint or others) and hard-copy wordlists should include the following:

Must-haves for wordlists:

- student's name (so that if there is an error, you can find out which student is accountable)
- picture of the word (or a picture that describes the word)
- translation of the word
- example
- suffix/prefix
- pronunciation (through the phonemic alphabet or, on an electronic wordlist, with a sound clip so that the students can hear the word being pronounced).

Some students often complain of not knowing the words in a text- which is not surprising, because the level of the English language is high at University/high educational institutions.

Here is a selection of them that you might like to try with students.

1. Labelling images

Putting new words in a picture or diagram gives the students a useful visual reference. Those students who learn words best by seeing them written down will benefit from this technique. Actually drawing the picture or diagram is a way of stimulating creative thought, which helps making memorization easier. Students can also be encouraged to draw pictures and words in the air with their hands if they find this is a good way to help them remember them. In the example here, the student has drawn a body and labelled the different parts, but you could also get them to draw a house or flat and write the names of the rooms, the furniture, etc.

2. Using sticky notes

Writing new words on sticky notes, together with a translation, synonyms and example sentences, is another technique which will appeal to students who like to write things down and learn by seeing words in their written form. The sticky notes can be put in those places where the students spend most of their time or where they

are sure to see them several times a day. Each time they look at the note, they revise the words. When they have finished with one note, they can stick up a new one.

3. Creating associations

Some students learn by making associations between a new word and one they already know. These associations are very personal, so the students must be left free to create their own: the ones that will work for them. The teacher could give some hints, however. The point is that, the word will be memorized and years later, the students will be able to remember it. Learning a word is a relational process.² For example, many years ago I tried to memorize the word syringe by associating it with Syria. There is no logic to the association, but the word is still in my memory!

4. Reading books

Another technique is to read books and to write down new words as you encounter them, learning them in the context of the story. Some students will be able to remember not only the word, but even the page and the position on the page where a word was printed. The more you read, the more you learn. You will pick up new words without even realizing it when you read. Reading lets you see how words are used in sentences, and lets you understand them through context clues.

5. Listening to audio input

Students who like to learn by listening should be encouraged to enlarge their vocabulary by spending as much time as possible listening to recordings, the radio, podcasts, etc.

6. Working with a dictionary

One of the best techniques for expanding vocabulary is to write down words from the dictionary in groups, for example a group of compound words made from two other words, such as headache, lighthouse, snowman, etc. Dictionaries provide not only definitions of words, but also phonemic transcriptions. These are especially useful given the confusing nature of English spelling, which often misleads us as to how words should be pronounced (consider, for instance, though, trough and thought).

7. Finding international words

Students can be told to look for international words, those which also occur in their native language(s). There are plenty of examples nowadays. Sometimes we even do not realize that a word from our mother tongue is used in English or vice versa. For example, boss, catastrophe, hooligan and tornado are all English words which come from other languages. Students who like to learn by listening will find the similar sounds an aid to memorization.

In all of above sentences, both English teachers and students can develop their vocabulary level. But it is very important how to teach it. Firstly, it depends on the teachers. In vocabulary lessons teachers should plan how methods they can use in any part of the lesson, then they pay attention students' psychology. Which student can learn best in any technique? Just then they identify their preferred vocabulary technique. For this, they can take a simple experiment. Students are divided into small groups and played a game. The game seems like that: First group gives a word to another. Then the members of other team begin answering. Some students can immediately answer when they listen the question. Others write down and decide, then answer. But the third ones write nothing: try to connect/create associative words. In that

time teachers can identify their learning tips and suggests using which technique is best for them.

Again the students should be given to speak about any topic they enjoy and write an English blog/ stories in every lesson. I think it might help to use the words in conversations. Because, learning is easier and more fun when you do it with others! The more they use the words, the better they'll remember them. Another option is to remember words by groups. If you just learned the word "humongous" (very large), you can memorize it by thinking of a group of words getting bigger and bigger—large, huge, humongous. This also gives the chance to learn even more words at the same time. It might seem logical to study opposites together: hot/cold, expensive/cheap.. If a student learns 'always' and 'never' together, they might later draw on one word when they mean to use the other. Instead, study the more common word first (eg: deep) and, once it's retained, learn its opposite (shallow).

In conclusion, yesterday's vocabulary is more important than today's. The goal is to transfer the short-term knowledge of new vocabulary into your long-term memory. Review is essential – in the first few days or weeks after learning new vocabulary, recycle those words and you'll entrench them in your memory.

Список используемых источников:

1. *Language teaching: Vocabulary.* Michael McCarthy, 1990.
2. *Vocabulary.* John Morgan. Mario Rinvulcri, 2004.
3. *English teaching professional.* Iss. 87. 2013.
4. *Words, meaning and vocabulary.* Howard Jackson, Etienne ZeAmvela, 2000.
5. *Learning vocabulary in another language.* I.S.P.Nation. Victoria University of Wellington, 2001.

© 2017, Йулдашева С.А., Бекчанов Н.Э.,
Комилжонова М.А.
Технические методы обучения английской
лексике

© 2017, Yoldasheva S.A., Bekchanov N.E.,
Komiljonova M.A.
Some techniques in teaching English vocabulary