

PROBLEMS AND MODERN APPROACH OF TEACHING VOCABULARY

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ABSTRACT

To reveal the teaching vocabulary, in particular, teaching methods English vocabulary in secondary school. To read theoretical and methodological materials of teaching vocabulary and to consider the modern methods of teaching English vocabulary in secondary schools were put in this article.

Keywords: vocabulary, lexical, grammar, lexicology, linguistic phenomenon, constructivism, suffixes.

INTRODUCTION

Today, about 60 percent of the world's population is two or more. Everyone knows that they can speak different languages. Globalization processes in the world acceleration, transition to free market relations, and high productivity encouraging the introduction of technology into 'linguistic capital', i.e. foreign the need for professionals who are fluent in languages (especially English) intensifies.

Foreign languages in order to ensure quality and efficiency in foreign language teaching the practice of reducing the age of learning / teaching is gaining popularity. That's it The concept of "the younger the better / early is better" is broad caused the spread of Incorporate English into the Elementary Curriculum The decision was approved based on the following conclusions: Critical Period Hypothesis states that there is a limited developmental period during which it is possible to acquire a language, be it L1 or L2, to normal, nativelylike levels.¹

METHODOLOGY

Learning a foreign language, especially English, from an early age is also important has a history. Learning and teaching English from an early age is a top priority experimented in families (Anna-and-the-King-of-Siam), 1950s it became popular in the United States and Europe, and within a decade, "Foreign The number of students enrolled in the program "Language in Elementary School" reached one

¹ Gracia, J. J. E. (2009). Textual Theory: Logic and Cognition. Wang xinyan & Li zhi (Ed.). Beijing: People's Publishing House.



million. France, Sweden and the Netherlands in the mid-1950s Under the English without a book program, English is taught from the 3rd grade.²

The student has already mastered the process of listening, speaking, reading and writing enriches the social, cultural, linguistic, emotional experience. The educational process is didactic, psychological, linguistic, methodological and others laws. Some of them are common to all disciplines it can. These laws are called the general didactic principle of education. Other laws may apply to the teaching of certain subjects, for example; principles of teaching English.

However, despite the central status of the word among linguistic units and its mental reality for speakers, as a result of which they do not experience serious difficulties in isolating and identifying words in the flow of speech, it is incredibly difficult to define a word. Currently, there are many definitions, among them there are many proposed by linguists working on the material of the English language, but there is not a single generally recognized and universal one.

RESULTS

In the register of lexical units, the most significant role belongs to the word. It is not by chance, the human language is often called the language of words: after all, it is the words, in their totality, as the vocabulary of the language, that are the building material without which no language is inconceivable; and it is the words that change and are combined in coherent speech according to the laws of the grammatical structure of a given language. Thus, the word acts as a necessary unit of the language both in the field of vocabulary (vocabulary) and in the field of grammar (grammatical structure), and therefore the word should be generally recognized as the main language unit: all other units of the language (for example, morphemes, phraseological units, any grammatical constructions) are somehow conditioned by the presence of words and, therefore, presuppose the existence of such a unit as the word.

In addition, in European countries, student migration is frequent and they have the opportunity to live in an English-speaking environment for some time.

In that sense, it is a far cry from Europe promote in countries with different locations and cultures not expedient. Learn English as a communication has the same meaning for everyone in the world. At the same time, it is easy to "export" teaching methods proved to be difficult to do.

Because, firstly, communication with the English speaker and although there is

² Leont'ev, A. (1981). Psychology and the Language Learning Process. Oxford: Pergamon

no need or opportunity to interact, the language is practical teaching usage, i.e. only 'everyday speech situation' and 'everyday life' It is not advisable to work on the subject.

Second, English is spoken in only one country, the United Kingdom but not the United States, Australia, Canada, and so on is also the state language of the countries. The official language is English and countries have different cultures.

At the same time, the word is a building material for other words, phrases and for statements in which communication between people is carried out. Communication, the needs of which the language is intended to serve, is connected and ensured by the presence and functioning of words - these main components of the lexical system of the language, and due to their multi-functionality and rather easy transposition either into a morpheme, or into a part of a phrase, or into a sentence, they become the most universal and at the same time the same time as specifically organized language units.

First, the word is a unit of speech and serves the purpose human communication. Thus, the word can be described as unit of communication.

Secondly, the word can be considered as a set of its constituent sounds, transmitted in writing by the sequence graphic symbols.

Thirdly, if the word is analyzed from a structural point of view, then it has a number of characteristics. Linguists traditionally distinguish the external and internal structure of the word. The external structure of a word is its morphological structure. For example, in the phrase a breathtakingly beautiful view, the word breathtakingly can be broken down into the following morphemes: two root stems breath-, -take-, participle suffix -ing and adverb suffix -ly. All these morphemes make up the outer structure of the word breathtakingly.³

The external structure of the word and typical word-formation models are studied in the section of lexicology called "Word formation". The internal structure of a word, or its meaning, is usually called semantic structure of the word. This is one of the main aspects of the word. Words can serve as a means of communication only because of their meaning, each of words of the language has a semantic function, naming various denotations (objects, phenomena, properties, actions). This aspect of the word is as important as its external organization. The question of the initial motivation between the meaning of a word and its sound form is complicated.

Highly it is interesting to trace the processes of changing the meaning of words and the creation of new formations with the advent of new

³ M.Xodjayev, M.Qahhorova "Chet til o;qitish metodikasi" – T: Fan va texnologiyalar, 2012.

denotations or the appearance of new properties in familiar objects. The branch of lexicology that studies the meaning of a word is called semantics. Another structural property (aspect) of a word is its unity. The word has both external (formal) and internal (semantic) unity. The formal unity of a word is sometimes erroneously understood as its indivisibility.

At the syntagmatic level, the semantic structure of a word is analyzed in its linear relationship with neighboring words in the stream. connected speech or text. In other words, semantic characteristics words are observed, described and studied on the basis of typical contexts of use. At the paradigmatic level, the word is studied in relation to other words in the vocabulary system of the language. So, the word can be considered in comparison with other words similar in meaning (work, n. - labor, n.; to refuse, v. – to reject v. - to decline, v.), opposite in meaning (busy, adj. - idle, adj.; to accept, v. - to reject, v.), having different stylistic usage (man, n. - chap, n. - bloke, n. - guy, n.) or on any other characteristics. Consequently, the main problems of the paradigmatic level of research are synonymy, antonymy, use in various functional styles of speech. Here the problems of homonymy (form identities with different content of words) should also be added.⁴

RESULTS AND DISCUSSION

The diachronic approach deals with change and development vocabulary in historical terms, over time. These two approaches are closely related and interdependent. Synchronous language state is the result of a long process of historical development. For example:

1) diachronically the words country, bacon and fellow are borrowings, but at the synchronic level they are considered as English, no different from other native words such as child, foot, stone;

2) words such as childhood, freedom, friendship were considered complex at one time, the suffixes -hood, -dom and -ship had the status of independent root morphemes. Thus, from a diachronic point of view, these words are complex, but in the course of the historical development of language and speech, they turned into derivatives;

3) at present (synchronously) the words to beg and beggar are related and correlate with each other as a simple and derived word, while noun. beggar is thought of as derived from the verb to beg. This correspondence seems to be the same as in the pair to sing - singer, to teach - teacher and etc. But from a

⁴ <https://monster-evo.ru/uz/studentu/metodika-obucheniya-angliiskomu-yazyku-deteido-shkolnogo-vozrasta-metodiki/>



diachronic point of view, it turns out that noun. beggar was borrowed from Old French and only later began to correlate with the shorter native verb to beg (as action and doer of action with suff. -er).⁵

Foreign language teaching methodology as a science has a history of more than 200 years. This is the period to observe different attitudes towards foreign language teaching methods possible. One such view belongs to academician L.V. Shcherba.⁶

According to him, despite the fact that the methodology of teaching any science is a science, is not considered a theoretical science. It solves practical problems, including foreign languages. The teaching methodology is not only based on the evidence of psychology, but also general and based on private linguistic research. A linguistic phenomenon. This is the methodology if it deals with the laws of origin and motion what to do to put into practice the necessary linguistic phenomenon based on the laws answers the question of whether. The most valuable of the methodological books also written by linguists.

Each science has its own set of concepts. Foreign language teaching to include the following among the basic concepts accepted in the methodology possible: education system, teaching method, teaching principle, teaching aid, methodical method. A foreign language teaching method is a practical way of teaching a foreign language. ensuring the achievement of general scientific, educational and developmental goals a set of teacher and student activities. The term method is “education it is used in the sense of “set of methods” and “direction of education”. The first in the theory of education, the process is used in the sense of methods, in the second sense it “can be found in works on the history of teaching methods. For example, translation method of teaching, correct method, cognitive-comparative method, traditional method, intensive method and others.

How to efficiently conduct vocabulary teaching has become an important research topic in college English teaching. Because the traditional vocabulary teaching mode always takes the teacher as the main teaching channel, listing the meaning and collocation of each word in isolation without the context of the article, and asks students to memorize mechanically. In order to solve these problems, Constructivism advocates student-centered and emphasizes that students are the active constructors of the meaning of knowledge.

CONCLUSION

⁵ Bottino R.M., Forcheri P., Molfino M.T. Technology Transfer in School: from Research to Innovation // British Journal of Educational Technology. 1998. № 29 (2). Pp. 163-172.

^{6/17} M.Xodjayev, M.Qahhorova “Chet til o;qitish metodikasi” – T: Fan va texnologiyalar, 2012.



Generally speaking, the meaning of word in context is no longer the dictionary meaning, but the dynamic context meaning which needs to be constructed on the basis of the interaction between subject and object. The other is the embodiment-activation schematic construction module, this model is based on the reflection schema and cognitive structure theory proposed by constructivist psychology, this mode can activate the knowledge and experience stored in the brain, and effectively guide students to organize a complete vocabulary network in vocabulary learning.

Through the analysis of the above teaching cases, it is not difficult to draw such a conclusion that the word parameter contextualized meaning construction module and the embodiment-activation schematic construction module are feasible in actual teaching cases. On the one hand, this model makes teachers and students notice the existence of parameter factors. In the construction of vocabulary semantics, learners can rely on multiple parameter factors to distinguish unknown word and complete the process of vocabulary learning. On the other hand, the establishment of schemas connects the same category with related word in English.

When students see a word, they can think of a series of characters, which not only enlarges the vocabulary, but also makes it difficult to forget. This teaching mode can make the teaching and learning of English vocabulary not monotonous and arduous. In addition to using schemas to construct semantic maps of vocabulary, teachers can also instruct students to use this strategy for English listening, oral teaching, etc. It has a wide range of use. In actual vocabulary teaching, students will improve their English reading ability due to the expansion of English vocabulary. Therefore, scientific learning strategies can expand English vocabulary when learning and memorizing English vocabulary. Thus, through deep understanding of the meaning connections between vocabularies, students can improve the ability of memorizing vocabularies. This kind of learning strategy of semantic representation is worth popularizing in daily foreign language teaching.

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