

TEACHING VOCABULARY THROUGH INNOVATIVE CLUSTER APPROACH IN THE EFL CLASSES

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ABSTRACT

Limited vocabulary in a second language impedes successful communication; hence vocabulary competence is typically seen as a vital feature of foreign language learners. Given the significance of vocabulary learning, Schmitt highlights that lexical knowledge is essential for communicative competence and second language acquisition. The relationship between vocabulary knowledge and linguistic practice is then described as complimentary by Nation: The ability to employ vocabulary facilitates language usage and vice versa. The use of language leads to a growth in vocabulary knowledge. The value of language is illustrated on a daily basis both on and off campus. In the classroom, the most capable pupils have the most extensive vocabulary.

Keywords: communication, cards, implementing, production stage, techniques, methods, pre-test, onomatopia, educational game, posttest.

INTRODUCTION

Inspired by various sciences stated that to variety teaching and learning process the teacher could use this activity through cards. Using vocabulary cards in teaching vocabulary stimulates the students produce new words and helps the students to memorize new words easily. The researcher would also observe the classroom activity during the implementation of the actions and find some improvement after implementing the actions. By implementing the action, that is using vocabulary cards to teach vocabulary, the researcher hopes that there are some improvements of the students' vocabulary mastery. The researcher would give the students vocabulary cards at the practice stage by asking them to make their own vocabulary cards and to practice them at the production stage using vocabulary cards that are given by the researcher.

LITERATURE REVIEW AND METHODOLOGY

The research on improving student's vocabulary through vocabulary card at 22 school in Gazalkent city was an action research study. It attempted to find the solution of the problems and to implement actual actions in improving a condition by showing the cause-effect relationship between the action and the results

Procedures of the Research In this study the researcher followed some procedures. These procedures were as follows.

1. Determining the Thematic Concern (Reconnaissance) in this procedure, the researcher identified the problems based on the classroom observations and interviews with the students and the English teacher.

2. Planning the pre-step of planning was aimed at finding the information or facts about the teaching learning processes in real daily situations. The information was obtained by holding discussions with the principal, the English teacher, the classroom teacher, interviewing some students, and showing the English teaching learning process in the classroom. From the observations, discussions and interviews some problems related to the English teaching and learning process in general were found. In particular, the vocabulary mastery of the 4 grade needed to be improved. Having finished identifying the existing problems, it held a discussion to plan some actions to be implemented in the English teaching learning process. The action plans were as follows. The researcher interviewed some students after conducting the observation. Based on the observations and interviews, there were several 55 problems found during the teaching and learning process. Concerning the teaching and learning process, there were also some discussions with the English teacher. The field problems which occurred during the teaching and learning process could be seen in the following aspects.

1. The students lacked vocabulary.
2. The students' pronunciation still weak.
3. Most of the students were passive.
4. The students were afraid of making mistakes.
5. The teacher could not motivate the students.
6. The materials were not interesting so the students got bored easily.
7. There were not enough media in the teaching and learning process.
8. Few students brought dictionaries.
9. The students were less encourages working in groups.
10. The teacher directly asked the students to find words and the meaning without her help.

The use of vocabulary cards game in the classroom as learning activity could attract the students' attention and their

involvement in the teaching and learning process. Besides interesting and fun, game also have some advantages as stated on the literature review .The researcher would apply vocabulary cards game in the end the class or in the production stage. The game would be played in large group in meeting. The vocabulary cards that the researcher would give to the students were different from the students“ vocabulary cards. The researcher made her own vocabulary cards, she added picture in the front side of the vocabulary cards to be more interesting. Through the vocabulary cards game, there would be more opportunity for the students to practice new words orally. And the most important point was that this game would help the students memorize and understand new words easily in an interesting way. For 4 grade pupils choosen topic is “Food and drink”. According to the problem they were afraid of mistake and less motivated. For solving these problems the research was held cards + physical activities. Using physical activity in teaching vocabulary can be fitted to the real situation in the classroom. Physical activity is largely about movement. By physically moving to learn verbs and even nouns, learning increases and stress decreases. However, it is recognized that PA is most useful for beginners, though it can be used at higher levels where preparation becomes an issue for the teacher. It does not give students the opportunity to express their own thoughts in a creative way. Therefore the research was conducted for 4 grades to improve their vocabulary ability and solve those problems.

RESULTS AND DISCUSSION

An experimental study that investigated the effect of cards and physical activity, as an innovative and effective technique and the traditional techniques used for teaching vocabulary in order to achieve the result. Two tests were administered: Pretest, and a posttest.

Participants: The study was conducted with 30 students divided into two groups. All participants were non-native speakers of English.

Lesson procedures: Students received English classes, teacher conduct the lesson in traditional way. The theme “Food and drink” according to “Guess what 4” She explained the materials which are related to text book. The teacher mostly used textbook as the instruments to teach the students. at that day the teacher did not use an interesting media to teach the students so that the students got bored easily , the teacher gave the students some questions from the student’s book and asked the students to answer the questions on their own writing book. Some students who could not answer the question tended to copy the other students“ answer than asked for the teacher’s helps. May be

they were afraid to ask because they may felt be fault if they asked something easy. Teacher just explains and translated words in their student's book. The children just wrote new vocabulary in their notebooks. Pupils learn vocabulary 20 % percent in this teaching way.

Testing and Scoring

Procedures Pre-test. The pretest gathered a 20 item vocabulary that was taught in traditional way. The test contained two parts: multiple-choice and a matching section and both groups received the same previous test. However, the test was provided to the students who were present the day selected by the researchers. In the pre-test every item was assigned 0.3% point for each item. Students' answers were allotted a percentage that was taken from the total of correct answers divided by the total number of items of the tests.

Lesson procedures. After analyzing the cause of the problems, we continued the discussion and determined that the problems related to the students' personality needed to be solved as soon as possible since communicative approach is students-centered approach. To solve these problems, we could start with the teacher. Starting to change the teachers' ways of teaching was the first effort to solve the problems. So we agreed to use games supported by various activities to stimulate students to be confident, interested and excited in learning the language and also materials from many sources that were suitable with the curriculum and students' needs. The teacher also needed to create a good atmosphere so that the students could learn comfortably without feeling anxious and afraid of making mistakes. First teacher taught new vocabulary with cards. While showing the cards, teacher put the voice of food and drinks as onomatopoeia. For example: If teacher show the card of tea, pupils will listen the sound of tea at the same time.

Nowadays, lots of youth are interested in mobile phones and not to play national games. The research was planned to recognize these games with cards, especially Uzbek games. Game procedures: Given vocabulary were placed as this picture, we needed 10 vocabulary cards and put them as this scheme.

Firstly, a pupil throw a stone, the stone must be dropped the surface of cards with order for instance, a pupil throw the stone in first card and tell the name it and jump with one foot belong every cards telling their names. If student don't tell the name of card or couldn't throw a stone in correct place, he or she will give own place to another student. Actually this game is played with numbers and just jumps on the surface them but it exchanged with cards as it was a new method.

Teacher explained new game and pupils played it. While

telling new vocabulary, teacher checked their pronunciation. Pupils learned vocabulary unconsciously. Through the vocabulary cards game, there would be more opportunity for the students to practice new words orally. And the most important point was that this game would help the students memorize and understand new words easily in an interesting way.

Post-test. At the end of each lesson, the students were administered a test again to evaluate the written production, visual recognition, and their retention by answering the 20 item test. It contained the same items as the pretest, but the score was being different.

CONCLUSION

Giving feedback to the students

The aimed of giving feedback the students' pronunciation was certainly to make the students have better pronunciation. Furthermore, this plan also would help the students not to be afraid of making mistakes of pronunciation when they spoke and make them confident to speak with correct pronunciation. The researcher planned to give feedback on students' pronunciation in meeting. When the researcher found mistakes or errors, the first thing that the researcher had to do was showing the incorrectness by some ways that let the students know their mistakes then got it right by the students. In other word, the researcher planned to give feedback on the students' pronunciation in the form of oral and not immediate feedback. It meant the feedback would be given to the students after they finished. When the students were performed, the researcher listed some mistakes/ errors pronunciation that the students made in a note then correct them through discussion session. By doing this, the students would not feel disturbed, so that they were not afraid or not confident to speak up.

As the researcher found in reconnaissance, before the implementation of the actions, the students were passive and reluctant to speak. The students were not confident to speak English; they even tended to talk in Uzbek language. They were also afraid of making mistakes. Therefore, they became reluctant to answer or to give responds to the teachers' questions.

After the implementation of the actions the students got more confident, especially when they were playing vocabulary cards game. The students felt comfort when they were playing the game, because it provided a friendly atmosphere for the students.

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