



THE IMPORTANCE OF TEACHING ENGLISH VOCABULARY IN HIGH EDUCATION

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Abstract

In article are considered questions of the efficient use to playing technologies in process of the education. The more they read, the more they will learn and the more they learn, the more they achieve. Therefore, in the long run, improving their vocabulary will improve not only their speaking skills but also their reading, listening and writing skills.

Keywords: achieve, vocabulary, technologies, education, the teaching devices, time-fillers, skills.

Introduction

Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning. According to the Decree of the President of the Republic of Uzbekistan "On measures to further improve the learning of foreign languages" on September 13, 2016 since 2016/2017 academic years learning of foreign languages, mainly English, step by step





in all territory of the Republic began with the first classes of comprehensive schools in the form of game lessons and lessons of informal conversation. That the question we began to examine is, “Do games help students learn vocabulary effectively and if so, how?” literature review and methodology Learning vocabulary is a hard work, so attempt is required to understand, produce and manipulate the target words. Games help and encourage many learners to learn target language more easily. They also help teachers to create contexts in which the target words are useful and meaningful; they also bring fun for students, thus help them learn and retain new words more quickly. In other words, game-based learning can create a meaningful context for language learning process.

After learning and practicing new vocabulary through games, students have the opportunity to use language in a non-stressful way. Games are advantageous and effective in learning vocabulary. They are motivating because they usually involve friendly competition and create cooperative learning environment, so students have an opportunity to work together. They improve students’ communicative skills and they have a chance to use the target language Therefore, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way. The role of games in teaching and learning vocabulary cannot be denied. Games are an important part of a teacher’s repertoire. The purpose of games in the learning process is to reinforce what has already been taught. During the game, learners are engaged in an enjoyable and challenging activity with a clear goal. Often, students are so involved in playing the games that they do not realize they are practicing language. So games can provide vocabulary practice.

Vocabulary games facilitate initial practice and periodic revision of vocabulary in an enjoyable context, thus making classroom vocabulary study an amusing and satisfying experience for teacher and student at the same time. Some games are played with the whole class, often with the students divided into two teams, while others can be played in pairs or small groups. Successful learning is only on the right way to lead the process. Good learning atmosphere and method can guide the students to learn more and meaningful. To accomplish such condition, teachers must create variety type and attractive methods for the class.

What should a teacher do if their students get bored? Using a variety type of games can be an alternative solution to handle this problem. Through this work I want to share experiences about how to teach English vocabulary by using games. There is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning.





Recent research shows that teaching vocabulary can be problematic because many teachers are not confident in the best practice of teaching vocabulary, and sometimes. It is almost impossible to learn a language without words; Even communication between people is based on words. Both teachers and students agree that mastering vocabulary is a key factor in language teaching. Vocabulary teaching is one of the most discussed parts of teaching English as a foreign language. When teaching and learning process takes place, problems arise in front of teachers. They have problems with how to teach students to achieve satisfactory results. The teacher needs to prepare and identify appropriate techniques applied to students. A good teacher should prepare himself with different and modern techniques. Teachers need to be able to master the topic in order to make it understandable to students, to keep them interested and happy in the teaching and learning process in the classroom. they have to worry about something. They should also consider teaching English different for young students than for adults. Teachers need to know the characteristics of their students. In addition, they need to prepare good techniques and appropriate materials to achieve the goal of language teaching.

This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games. According to Khan, “Games are activities governed by rules, which set up clearly defined goals”. Games consist of fantasy, ritual, competition, and luck that are interesting for children. These things make games enjoyable. It means games reduce boredom. When games are used, the situations of classroom become alive and natural. Games create situations that make children’s need and want to use English. explained that it occurs because in games language is linked by action. Thus, games are appropriate to the principal of language accompanying action. As a technique of teaching games involve children actively. Through games, all children can get the opportunity to succeed in learning. Children are very fond of games. If they learn through games, they will enjoy and relax in learning. As stated by Paul [5] “They will take what they learn through games and use it in daily life”. Besides that, games have comfortable environment, so that they will be able to take a risk and try something new.

Teachers need to use games that students like and they do not use too many or too few kinds of games. Too many kinds of game will make them focus on games, not English. Too few games will make the game too predictable so that the games are not challenging. Based on the statements above, we can say that in teaching vocabulary the teacher should be able to create some various fun activities. The aim of that way is to make the student easier in understanding the materials and easier in memorizing





the new words. Through experiences with situations in which a language is used by the student, they will be easy to learn and used the language.

Conclusion

In summary, games are useful and effective tools that should be applied in vocabulary classes. The use of vocabulary is a way to make the lessons more interesting, enjoyable and effective. Making learning vocabulary more active, sometimes games create problems for both students and teachers as well. Games cannot be successful if the teacher does not explain the tasks and roles of students clearly in playing games. If students do not understand the games' rules they may feel embarrassed. Using games in the classroom sometimes fails due to the lack of cooperation among members of the class. Games students' involvement and they promote friendly competition; therefore, it is very important that students have a cooperative attitude. Another issue related to using games for languages teaching is while playing games, students usually speak in their mother tongue to discuss instead of the languages they are learning.

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