



TEACHING CHILDREN VOCABULARY THROUGH INNOVATIVE TECHNOLOGIES

Nizamova Nafosat Muzaffarovna
Teacher of the 50th comprehensive school of
Yakkabag district, Kashkadarya region

Annotation

It is important to claim that, since English has become a universal and dominant source to communicate in the world, the interest of learning this language is increasing dramatically. But people can't use any languages without vocabulary and this paper analyses the vocabulary of a language and vocabulary teaching methods and techniques and studies some methods.

Keywords: Classroom, Method and technique, skill, vocabulary, words.

Introduction

From the ancient times until present. Humanity is alive with their communication skills and words they use. Vocabulary of a language is just like bricks of a high building. Rudyard Kipling says that words are the most powerful drug used by mankind. Additionally it is vital that ,vocabulary is inextricably connected with grammar, the receptive (listening and reading) and the productive (speaking and writing) skills. Wilkins rightly says, "Without grammar very little can be conveyed....but without vocabulary nothing can be conveyed". Therefore the study of vocabulary is at the center while learning a new language. No matter English being a second language or foreign language, one needs to learn vocabulary in the systematic way. If we purpose to utilize language effectively and clearly, we ought to have good stock of vocabulary. Especially the English language is the richest to words. Thornbury opines: "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement, if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words." In accordance with his point of view , nowadays modern pedagogy face some challenges how to develop teaching abilities, methods and innovative techniques of vocabulary as well as using words in real life.





RESULTS AND DISCUSSION

Because of modern researches, observations and experiences learners can be educated by teachers better by teachers and in the following some useful types of methods will be introduced in order to achieve more interesting and qualitative lessons.

1. Actual objects and showing models.

This technique brings a lot of profits to teach vocabulary to the beginners. The names of many things can be taught by showing actual objects. It gives real experience and sense to the learners. For example, pen, chalk, table, chair, book, football, flowers, tomato etc. which are every pupil have in their bags or home, can be taught in the classroom. Real objects or models of real objects are very effective and meaningful in showing meanings. By this method pupils can memorize new words easily due to their actuality.

2. Synonyms

Using synonyms are really suitable way to improve vocabulary of young learners. A synonym may be used to help the student to figure out the different shades of meaning, if the synonym is better known than the word being taught. Synonyms assist to enrich a student's vocabulary bank and provide alternative words instantly. These can be effective since they build on words and phrases that students already recognize. Also, synonyms serve not only to create very attractive and peculiar conversation but also every user can remember every word faster and try to use and search yourself more academic and meaningful equivalent of a word.

3. Homonyms

Homophones are words of the same language that are pronounced alike even if they distinguish in spelling, meaning, or origin, such as "pair" and "pear". Homophones may also be spelled alike, as in "bear" (the animal) and "bear" (to carry). But this list consists only of homophones that are not spelled alike. This approach is really important to enhance vocabulary bank of students as well as their pronunciation. In the table there are some examples of homonyms:

ant/aunt	ate/eight	bear/bare	son/sun	eye/I	fare/fair	sea/see
steal/steel	throne/thrown	blew/blue	stationary/stationery	threw/through		
beach/beece	cent/scent/sent			be/bee		
cereal/serial				by/bye/buy	cell/sell	census/senses
				die/dye		



This method is in really instructional and interesting to use in the classroom, because at one glance pupils will hurry to learn to pronounce and even translate their meaning.

3. Role play

Role-play is to create the presence of a real life situation in the classroom. It is extremely important in the classroom communication because it gives students an opportunity to practice communicatively in different social contexts and in different social roles. The language applied in this activity is varied according to the student's status, attitudes, mood, and different situations. Furthermore, role – play help to cultivate the sense of interest to art, culture, traditions that are influential to their behavior as well as student can learn how to use new words in real life.

4. Video to produce of target vocabulary.

To utilize this approach educators are required to select a video segment that contains a series of actions or visual detail according to their age, level of knowledge, interest, gender, outlook and religion. Richards said “When vocabulary words are being taught to pupils, teachers need to consider how to teach these words to pupils based on the levels of ages, educational background and field of interest.

Moreover, according to statistics the amount of vocabulary that children need to acquire each year is staggering in scope, estimated to be about 3,000 words a year. Therefore, a comprehensive approach were introduced to pedagogy which consists of the following components needs to be in place.

- Use “instructional” read-aloud events. The recommendation that parents and teachers read aloud to children is among the most popular recommendations in the field of reading.
- Systematically teach students the meaning of prefixes, suffixes, and root words. The majority of English words have been created through the combination of morphemic elements, that is, prefixes and suffixes with base words and word roots. Anderson and Freebody claimed that “If learners understand how this combinatorial process works, they possess one of the most powerful understandings necessary for vocabulary growth.” By this idea it is clarified that using prefixes, suffixes, and root words to develop target vocabulary can accelerate learning process of new words.

CONCLUSION

By the way of conclusion, it should be mentioned that, There is no sure fire remedy or method to enhance vocabulary in a day or two. A student's vocabulary bank can be enriched on a gradual basis and one should always show keen interest and





enthusiasm in finding, learning and understanding new words. Teaching vocabulary through incidental, intentional, and independent approaches requires teachers to plan a wide variety of activities and exercises.

REFERENCES

1. Khodjamkulov, U & Shofkorov, A. (2020). The Issue of Spiritual and Patriotic Education of Young Generation in the Scientific, Political and Literary Heritage of Central Asian Thinkers. *International Journal of Psychosocial Rehabilitation*, 24(05), 6694-6701.
2. Makhmudov, K. (2020). Ways of Forming Intercultural Communication in Foreign Language Teaching. *Science and Education*, 1(4), 84-89.
3. Makhmudov, K. (2020). Current Problems of Teaching English and New Approaches to Resolve in Secondary Education Schools. *Modern Trends in Linguistics: Problems and Solutions*, 271-273.
4. Mukhamedov, G., Khodjamkulov, U., Shofkorov, A., & Makhmudov, K. (2020). Pedagogical Education Cluster: Content and Form. *ISJ Theoretical & Applied Science*, 1(81), 250-257.
5. Shaykhislamov, N. (2020). Main Directions and Interactive Methods of Student Speech Growth in Uzbek Language Classes. *European Journal of Research and Reflection in Educational Sciences*, 8(7), 115-120.

