



## TECHNIQUES AND STRATEGIES FOR THE TEACHING OF VOCABULARY

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### Annotation

In the article, how to learn vocabulary, which is one of the most necessary factors in English, and the methods of teaching to learn it are given with examples and explanations.

**Keywords:** vocabulary, lexical items, lexis designates, English language, speech and writing, receiving, recognizing, keeping, retrieving.

### Introduction

To begin with, in linguistics, the term lexis designates the complete set of all possible words in a language, or a particular subset of words that are grouped by some specific linguistic criteria. For example, the general term English lexis refers to all words of the English language, while more specific term English religious lexis refers to a particular subset within English lexis, encompassing only words that are semantically related to the religious sphere of life. In recent years the compilation of language databases using real samples from speech and writing has enabled researchers to take a fresh look at the composition of languages. Among other things, statistical research methods offer reliable insight into the ways in which words interact. The most interesting findings have taken place in the dichotomy between language use (how language is used) and language usage how language could be used.

Language use shows which occurrences of words and their partners are most probable. The major finding of this research is that language users rely to a very high extent on ready-made language "lexical chunks", which can be easily combined to form sentences. This eliminates the need for the speaker to analyze each sentence grammatically, yet deals with a situation effectively. Typical examples include "I see what you mean" or "Could you please hand me the..." or "Recent research shows that..." Language usage, on the other hand, is what takes place when the ready-made chunks do not fulfill the speaker's immediate needs; in other words, a new sentence is about to be formed and must be analyzed for correctness. Grammar rules have been internalized by native speakers, allowing them to determine the viability of new sentences. Language usage might be defined as a fallback position when all other





options have been exhausted. Lexical items can be classified according to word class or parts of speech – nouns, pronouns; verbs; adjectives; adverbs; prepositions; conjunctions etc. – and most dictionaries give word class labels to lexical items as a matter of course. Apart from getting information about use we also need to be aware of word class for spelling, to distinguish between nouns eg license, practice and verbs eg license, practice. We can also make distinctions between grammatical words and lexical words. Lexis the words used in text or spoken data, the words; phrases and idioms of language. Key Features may include; choice of lexis, for instance jargon (specialist terms) dialect, slang, colloquialisms, swearing, taboo terms, clichés, euphemisms, dysphemism's, archaisms it is deliberate use of old fashioned terms. Dialect is a variety of a language which has different pronunciation, grammar or vocabulary than the standard language of the culture. An example of dialect is Cantonese to the Chinese language. Examples of Dialect: This is an example of the differences in dialect. A Northern American might say, hello. A Southern American might say, howdy.

Slang consists of words, expressions, and meanings that are informal and are used by people who know each other very well or who have the same interests. Archie liked to think he kept up with current slang. Examples Dope - Cool or awesome. GOAT - "Greatest of All Time" Gucci - Good, cool, or going well. Lit - Amazing, cool, or exciting.

OMG - An abbreviation for "Oh my gosh" or "Oh my God" the word is derived from the Latin colloquium which means conversation. With repeated use, certain words and expressions take on colloquial meanings: for example, the word "wicked" means "evil"—but it can also mean "excellent." For example, "the film was wicked. Common taboos involve restrictions or ritual regulation of killing and hunting; reproduction; the dead and their graves; as well as food and dining (primarily cannibalism and dietary laws such as vegetarianism, kashrut, and halal) or religious treif and haram. Thus, culture-specific lexis refers to those items in a text which are deemed to be unique to a particular culture, and may pose problems for translation from the source text ST into target text TT

Lexis so important which is lexis development has become an important part of second language acquisition. Students need to be taught vocabulary in context so that they can retain the words and use them frequently. The present study is carefully designed to gain insight into the effects of context on lexis learning.

Every repetition gives the students' brains more chance to form long term memories of sounds, vocabulary and structures which can form the basis of independent use at a later time. In terms of vocabulary, the lexical competence of language learners is



said to diminish if it is not used frequently. In this respect, different techniques have emerged with the aim of decreasing the likelihood of attrition in vocabulary. One of these techniques is called recycling. The research in hand is conducted to seek suggestions from the English language teaching professionals to incorporate recycling of lexical items in teaching learning process. Research has proven that vocabulary learning is the one of the key factors in learning a second or a foreign language. Vocabulary teaching and learning techniques and strategies are also proven. One of the important aspect of recycling, repetition and recurrence is also proven in the researches discussed above, but the practical implications of the research findings are missing at almost every level of teaching and learning process. The research in hand aims at finding and proposing solutions for the practical implications of research findings in the field of vocabulary learning and retention through recycling of lexical items. It is a qualitative research and includes the findings of four focus groups which are in the form of suggestions. The suggestions are compiled by the focus groups after rigorous discussion on the issue. Recycling is an example of such a process. This article will provide a historical context for recycling in language teaching and learning, as well as an overview of several recycling definitions and practical recycling exercises. Recycling in vocabulary teaching and learning has emerged as a result of a number of historical conditions. One of these concerns is that traditional applied linguistic approaches, such as contrastive analysis and error analysis, are unable to deal with new inter-language development issues. The L2 lexical inter-language is influenced not just by negative transfer, but also by attrition. Although the former can be lessened by applying language contrastive analysis, the best method for dealing with the latter has yet to be found. In the same way, new techniques to dealing with this problem have emerged.

One way to cope with vocabulary loss is to recycle. The 5R paradigm (receiving, recognizing, keeping, retrieving, and recycling) uses attrition as a vocabulary acquisition strategy. This new strategy aims to rebuild word knowledge by focusing on memory strategies. "Forgetfulness and language attrition appear to be serious but inevitable processes unless learners constantly revisit the items they have previously learned," says the theory behind recycling language. Recycling's contribution to lowering vocabulary attrition can be proved in a variety of ways.

It helps in expanding vocabulary and retrieving words based on scenarios, for starters. As a result, recycling is critical for vocabulary growth and long-term retention. Many activities rely on receptive vocabulary knowledge, including reading. There are numerous ways to employ recycling to reduce language loss. As a result of repetition's deficiencies in preventing attrition of an acquired foreign language, recycling emerged



as a realistic strategy to maintain lexical competence in second and foreign languages. Recycling is crucial because it aims to revitalize receptive and productive vocabulary knowledge, which helps to reduce the main causes of language loss. Recycling is practising language that learners have seen previously. The recycled language will be re-introduced in a different context, or through a different skill. This helps the student extend their range of use of the new item.

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