

## TEACHING VOCABULARY (MEANING, FORM, PRONUNCIATION)

**Uralova Nodira**

**Suyunova Gulnora Murod qizi**

*Students of TerSU*

*Support teacher: Deleverkhanova L.K.*


**Abstract:** *in this article, we would like to share our experience with school children. Any language represented by phonetic, grammatical, and learning this language consists directly in mastering this material by mastering the main types of speech activity. It is essential for language learners to enhance their language skills. To improve it all learners should know how to teach and learn words at ease, so that several methods are included in this article.*

**Keywords:** *foreign language, teaching, learning, vocabulary, education, interesting exercises, methods, teacher and learner,*

The every day reality of recent years shows the increased status of foreign language in modern society. Language and language education are becoming a tool for successful human life and an important means of shaping. With hundreds of thousands of words in English language, teaching vocabulary can seem like a very doubting prospect. Remember though that, the average native speaker uses around only five thousands words in every day speech. With hundreds of thousands of words in the English language, teaching vocabulary can seem like a very daunting. The main thing in the relationship between the pupil and the teacher is faith in the children's strengths. The child develops only in activity, so in the classroom we compare, prove, argue, analyze. The learning process is a two-way process. Moreover, the result of this process largely depends on the position of the child himself, his activity. In addition, uniting the activity of the teacher and the child in this process is the most expedient, leading to an increase in the level of cognitive activity. This is a very difficult work, and here the emphasis should be made on an individual approach to each child, especially since at this age some children have inadequate perception of a foreign language [2].

Learning a foreign language requires students to intense mental activity, attention. Not all children are given a foreign language is easy. There are students who have difficulty mastering the pronunciation, intonation of sentences, do not remember the structure of speech patterns. This usually causes dissatisfaction, lack of confidence in their abilities, leads to a weakening of interest in learning a foreign





language. Interest in learning any subject is the driving force that provides a high quality and durability of learning necessary skills. Therefore, we, teachers, are looking for ways to increase student interest in our subject.

A number of conditions influences the formation of motivation. The first condition is the level of novelty. Students with a sufficient level of language and speech competence lose interest in repetitive tasks. As for students with poor preparation, they prefer to perform tasks that are already familiar, as their performance allows them to re-experience positive emotions, which has a beneficial effect on raising the level of motivation.

The next condition is the degree of difficulty of the task, which evaluated by the student based on the correspondence of this task to his or her available abilities, means and time to perform it. Of great importance in this regard is the student's self-assessment. The help of the teacher allows a difficult task to make easier, thereby increasing the motivation to do the task. Thus, it is important that the teacher never cease to instill confidence in his students by providing them with support. Another condition for the development of motivation is the availability of opportunities for students to show independence. Independent work colors students' activity emotionally, thus contributing to the development of their motivation. The time given to prepare the task is also of great importance. With strict deadlines, lack of time, students get into a situation of stress and practically stop working.

Finally, another condition is the influence on the formation of motivation of personal example and role behavior of the teacher. To summarize, it is possible to say that the junior school age is the most responsible stage and in many respects defining for the subsequent years of education. Therefore, by the end of primary school age a child should want to learn be able to learn and believe in his or her strength prospect. Remember though that the average native speaker uses around only five thousand words in everyday speech. Moreover, your students won't need to produce every word they learn, some they will just need to recognize. Selecting what to teach, based on frequency and usefulness to the needs of your particular students is therefore essential. Once you have chosen what to teach, the next important steps are to consider what students need to know about the items, and how you can teach them. Vocabulary is the knowledge of words and word meanings. As Steven Stahl (2005) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a





lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. According to Michael Graves (2000), there are four components of an effective vocabulary program: 1. wide or extensive independent reading to expand word knowledge 2. instruction in specific words to enhance comprehension of texts containing those words 3. instruction in independent word-learning strategies, and 4. word consciousness and words. Based on this awareness children are familiarized with the form and functions of the corresponding units of the English language

How to make each lesson interesting, fascinating and to ensure that it developed cognitive interest, creative thinking activity of students? It is very important to remember that the foreign language lesson at school should be united by a common theme, but the activities of children in the classroom, just, should be varied. It is necessary to change types of work often, but at the same time, each element of the lesson is necessary to solve a common problem [3].

The success of students in learning a foreign language and their attitude towards the subject depends on how interesting the lessons are. The more appropriately the teacher uses various methodological techniques, the more interesting the lessons are and therefore the stronger the material is absorbed.

At the beginning of the lessons, we do not just listen to texts and songs. Teachers of foreign language offer students a variety of activities, but focus primarily on the passive processing of information received, allowing the brain and the speech apparatus to adjust to a completely different linguistic system than the one to which they are already beginning to get used it. In addition, there is nothing surprising in the fact. That the pupil having volunteered to be a leader in the game in a foreign language, comes out, silent and smilin.

In conclusion, this article has highlighted the importance of teaching and learning foreign languages, particularly in the context of vocabulary acquisition. It emphasizes the need for engaging and interesting exercises to enhance language skills and motivate students. The article also discusses the role of the teacher in instilling confidence and providing support to students, as well as the importance of allowing opportunities for independence and managing time effectively. Overall, the article provides valuable insights into effective language education and the factors that contribute to student motivation and success in learning a foreign language.



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