TEACHING VOCABULARY: SOURCES OF WORDS AND HINTS

Latibjonov Azamjon Akramovich
Teacher, Andizhan state institute of foreign languages
Yuan Yue
(Phd)
Hanzhou Normal University (China)

Annotasiya

Mazkur maqolada chet tillarni o'qitish jarayonida qo'llanilishi mumkin bo'lgan so'z manbalari, ularning turlarini yoritib berish maqsad qilingan hamda ulardan foydalanishning samarali usullari haqida so'z yuritiladi.

Kalit so'zlar

so'z manbalari, ishoralar, so'zlar ro'yxati, darslik manbasi, lug'at manbasi, lug'at kitobi, o'qituvhci-manba, o'quvchi-manba, affektiv ta'sir, kognitiv ta'sir.

Abstract

This article aims to clarify the sources of words that can be used in the process of teaching foreign languages, their types, and effective ways of using them.

Keywords

sources of words, hints, word list, textbook, vocabulary source, dictionary book, teacher-source, learner-source, affective effect, cognitive effect.

Vocabulary is a crucial tool in language teaching and learning. The amount of vocabulary we know determines our ability to understand others and express our thoughts. D.A. Wilkins states, "Without grammar, you can convey a little information, but without words, you can't explain anything". [3; 111-112]. This idea is evident in our language learning experiences: even without knowing the grammar, we can express thoughts using essential words or phrases. While grammar is necessary for perfect speech, a rich vocabulary is also essential.

M. Lewis argues that vocabulary should be prioritized, stating, "The lexeme is the nucleus or heart of the language" . As learners become fluent in English, they acquire useful vocabulary and develop strategies for learning new words. [1; 89]. N. Schmitt also emphasizes the importance of vocabulary, noting that "language learners carry dictionaries, not grammar books". [3; 4].

Learning vocabulary significantly aids in understanding and communicating in English. We use various activities to introduce new words during lessons. Here

are the main sources for learners to acquire new vocabulary: **list, textbooks, dictionaries, teacher and other learners.** [4; 20]:

Now let's take a closer look at the sources mentioned above.

1. List. Here are 7 ways to implement word lists in the classroom: 1) Distribute the list to students. The teacher reads the words in random order. 2) If a bilingual list is provided, have students cover the translations. The teacher says the translation, and students mark the corresponding words. 3) Play Bingo. Students receive handouts with non-repeated words in a 3x3, 3x4, or 4x4 grid. The teacher reads the words or their translations. The first student to mark all their words wins and says "Bingo." 4) Using the list, ask students to match and explain the words to classmates. 5) Students create a story using words from the list. 6) Ask students to make their own lists of new words learned in the lesson and bring them to the next class. 7) Have students make a list of words learned in previous sections of the textbook and quiz each other.

2. Textbooks. Textbooks differ significantly from dictionaries. Here are four key factors: [4; 21]. **Usefulness**: Includes basic vocabulary (e.g., pen, door, notebook), common verbs (e.g., laugh, giggle, guffaw). [4; 21]. **Application**: Commonly used words that represent the most frequent meanings in the language.

Learning Opportunity: Reflection of acquired words in students' native language (e.g., telephone in English and other languages). **Educational Tools**: Use of pictures or real objects. Nouns are easier to learn than verbs and adjectives, and concrete nouns are easier to learn than abstract ones (e.g., blackboard vs. thought).

Three methods of vocabulary integration in textbooks: Dictionary sections: Grouped by theme (e.g., Transportation: boat, car, plane). **Text-Based activities**: Pre-teaching vocabulary before text-based assignments and identifying keywords in the text. **Incidental learning**: Through grammar explanations, exercises, and assignment instructions, including the language used to discuss language (metalanguage) and task instructions.

Textbook components: Activity-Based sections: Existing or practicing lexical sets, word formation rules, repetition or testing of previously learned words, and vocabulary for study. **Text-Based activities**: Vocabulary work before or after assignments. **Assignment guidelines and grammar explanations**.

3. Dictionaries: Dictionaries can be categorized as follows: [4; 22]: Vocabulary for specific purposes (e.g., English for specific purposes); vocabulary for general English (e.g., English for general purposes). **Advantages**: Textbooks are usually organized thematically; allows students to work independently on topics of interest; many vocabulary books are designed to test vocabulary rather than teach it. **Disadvantages**: Vocabulary covers a range of word-learning skills, requiring

teachers to create activities that improve memory. **Techniques for Improving Memory**: Sort words into different categories; write definitions and have a partner guess the word; insert new words into a paragraph of a story. **Emotional connections enhance memory** (affective effect).

4. **Teacher: Random language (incidental)**: Phrases related to classroom processes, e.g., "Let's see...", "Now then...", "Whose turn is it?". [4; 23]. **Interpersonal language**: Conversational phrases, e.g., "Did you have a nice weekend?", "Oh really?", "Never mind".[4; 23]. **Attention drawing**: Ask students questions to engage them, e.g., "What did I just say?", "What other ways are there of saying the same thing?", "How would you say that in Uzbek?". [3; 23]. **Teacher's anecdotes**: Introducing difficult words through personal stories or anecdotes, e.g., phrasal verbs. [4; 23]

5. Other students. [4; 23]

1) Students pay more attention to what other students say. 2) Brainstorming: Divide the class into 3 or 4 groups; give examples of words related to the topic (time limited); assign assistants to record the speech and provide them with all the words; 1 point is given to the group that found non-topical words in other groups. 3) Students prepare short class presentations: show and tell the type of activity during the presentation. 4) Assign word scribes: as the groups work on the task, write down any new or important words they hear and then share them with the whole class. 5) Separate part of the board: record the words that appear during the class speech; mention the context. 6) Prepare the word box / bag: new words are written on small cards and added to the word box; the basis for the verification activity (definition, translation, sentences); activity on mutual testing of students (peer testing).

A hint a suggestion about something to be done indirectly. When you point to something, you suggest it indirectly. A hint is a form of helpful advice that usually tells you how to do something or do something. We use 'clues' when teaching new vocabulary, so 'clues are a way of presenting a word's definition and synonyms or antonyms rather than the word itself. is [4; 48]

Hints are often revealed and implemented during the months when participants pause to answer certain questions. We can see three ways of pointing:

1) a "50/50" sign that offers a half chance. *For example:* It is not black, but it may be brown. (bread). 2) the sign "Definition" that describes a concept or word. *For example:* An instrument for talking to someone far away (phone). 3) "Natural word" indication indicating the word used in the sentence taken from real and vital news or literary sources. *For example:* It is set up to regulate traffic on the streets.

The more diligently the students study the words, the more convinced that the dictionary is useful for them to achieve their goals in learning foreign languages.

REFERENCES:

1. Luis. M. The Lexical Approach. Hove: Language teaching Publications. 1993.

2. Schmitt N., Jiang X. The relation between percentage of vocabulary knowledge and level of comprehension. The Modern Language Journal, 2010. 95, 1.

3. Vilkins D. A. Linguistics in Language Teaching. Australia: Edward Arnold. 1972.

4. Latibjonov A.A. Classroom sources of words: hints. Graduation project work. Republican scientific-practical center of developing the innovational methods for teaching foreign languages under the Uzbekistan state university of world languages. Toshkent, 2018.