



IMPORTANCE OF TEACHING VOCABULARY IN DAILY CLASSES.

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We know that there are three main elements of a language as Vocabulary, Pronunciation and Grammar, essential in language acquisition. Teaching vocabulary is always being a great concern for any English language teaching course. Therefore, quite a lot of teachers are really focused on how to make a vocabulary lesson more interesting and memorable for students. Vocabulary learning can be often seen as a laborious process of memorizing lists of unrelated terms. However, there are many much more successful and interesting ways to learn and teach vocabulary.

From my own experience I have a number of effective technics to teach vocabulary. One of them is using different words to evaluate students. Actually teachers utilize such kind of common words 'GOOD' 'WELL DONE' 'EXCELLENT' 'GREAT' frequently in their daily classes. If we use more difficult advanced words instead of these words it can accelerate the process of learning new vocabulary. For example after teaching new words teacher should inform students that he or she is going to use those words to assess them. As a result of repeating several times students learn and remember all new words easily.

It is undeniable concern that new vocabulary should be introduced in such a way as to capture the students' attention and place the words in a practical way. Using Teaching tools is a good way to increase entertaining in this process. Such as Flashcards, short videos, letterbox or posters not only can make the lesson more effective and also provides visual contents for students. The method can be easier to input visual memories to the student's head. Moreover, review as well as regular practice are very important for memorizing vocabulary. Some vocabulary game can make the memory process very solid for the future. For example, choose one student to give various definitions for exact words that we taught recently. Consequently students can learn and obtain a lot of words and their synonyms simultaneously.

For all learners, vocabulary lays the foundation for further study. There are several methods of enlarging vocabulary. For instance, prefixes, root words, and suffixes. With the help of prefixes we can make a word negative or change the word formation, like adding 'en' 'un' 'dis' and 'a' in front of the new word. These inflections are vital for students' understanding of words and will increase their vocabulary substantially simply by inflecting words they already know. And suffixes such as 'tion' 'ing' 'ment' 'less' and 'ly' work to change words and enhance students' vocabulary. It is quite essential to teach prefixes and suffixes to illustrate and enlarge the new word.





For example:

appoint-v

appointment-n

disappointment-n

satisfactory-adj

unsatisfactory-adj

satisfaction-n

active-adj

enactive-adj

activism-n

activist-n

activity-n

academy-n

academic-adj

academician-n

academism-n

academist-n

unacademic-adj

require-v

requirement-n

requiring-adj

noise-n

noiseless-adj

noiselessly-adv

noiseful-adj

Furthermore, learning synonyms and antonyms is also a useful way to enlarge vocabulary learning. They can consolidate the memory of new words.

Synonyms for requirement

- concern
- condition
- demand
- need
- obligation
- precondition
- prerequisite
- provision





Antonyms for requirement

- abundance
- auxiliary
- extra
- indifference
- lot
- nonessential
- plenty
- trivia

Practice makes perfect.

Learning vocabulary is a slow process. It is usually necessary to encounter a new word or phrase many times before it is learnt. One important factor in vocabulary acquisition is therefore to increase *exposure*. This means practising reading or listening as much as possible, to increase exposure to both familiar and unfamiliar words. This type of learning is called incidental learning, and is how native speakers learn vocabulary. In the case of second language learners, however, incidental learning may not be enough, and more *intentional* methods will be needed. An example of an intentional method is when a teacher introduces new vocabulary in class. Another is when a student studies vocabulary, for example using dictionaries, word lists or vocabulary books.

One more vital factor in learning vocabulary is *depth of processing* or *involvement*. These two terms relate to two different hypotheses about how vocabulary is learned by learners. The former suggests that the more effort a learner has to put in to studying new words, the more likely it is that they will remember them. This means, for example, the student spending time looking up vocabulary in a dictionary, rather than having vocabulary translated or the meaning given in the glossary of a book. The latter idea, known as the *involvement load hypothesis*, suggests that the greater the involvement, the more likely it is that learning will take place. Involvement is considered to comprise three areas: the learner's *need* to study the word, their *search* for the word's meaning, and their *evaluation* of the result. While the search and evaluation components are similar to the depth of processing model, this idea stresses the *need* to study the word, which is greater if it comes from the student (for example, to understand a reading text or complete an assignment) than if it comes from the teacher (for example, a list of words for students to study).

Some of the most important factors in vocabulary learning are *attention* and *time*. Attention means focusing on vocabulary. This could include work by the teacher to highlight and teach vocabulary. It also includes effort by the learner to notice unfamiliar vocabulary and make attempts to study and learn it. Time





relates to how long the learner spends studying vocabulary. The more time that is spent, the more the learner will learn.

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