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SOME VOCABULARY TEACHING TECHNIQUES AT THE ENGLISH LESSONS

The author analyzes a very important aspect in teaching English - teaching vocabulary; some stages and effective techniques; shares experiences how to make this process teachable, reachable and more effective.

Key words: meaning, communication, vocabulary, lexical item, context, collocation.

В данной статье автор рассматривает наиболее эффективные методы и приемы работы с лексикой на занятиях по английскому языку.

Ключевые слова: значение, общение, новые слова, лексическая единица, контекст, словосочетание.

Vocabulary is a powerful carrier of meaning. Beginners often communicate in English using separate words without following grammar rules. A student can say: I every day cinema friends. He can render his ideas to other people. In this case the idea is conveyed by the vocabulary alone.

A learner who recognizes the communicative power of vocabulary will be focused on learning many words. They think the more words they know, the better they can express their thoughts. Students usually write long lists of words, but it does not always fit into their sentences, they cannot use these words in the proper situations. The translation approach is a part of the problem. Students try to compare the words with their native language. And though a translation can introduce to the meaning of the word, it cannot really open the secrets of how these words exist within its language.

When dealing with vocabulary teachers should have in minds the following important things:

-Vocabulary is very meaningful in learning a language; work on vocabulary should be very systematic and consist of several steps, like introduction, practice, acquisition, learning, recalling, etc.

-Effective presentation techniques should not be long, it should include many examples, interesting visuals, clear explanations, different examples, practice and link with learner's present knowledge.

-Learners of English should know how to use English-English dictionaries, this dictionary should become a vital tool for self-study.

In dealing with vocabulary much attention should be given to meaning of words. Let's consider three ways of meaning analyses: dealing with: a). *components of meaning of lexical items*; b). *meaning of lexical items in context*; c). *meaning in relation to other words*.

a). *Components of meaning*. Let's take the word *Anorak* as an example of lexical item. What is the meaning of *culotte*?

A dictionary written for native speakers gives explanation easy for a good user of English. *Culotte* in Modern English use of the word *culottes* describes a split or any garment which "hangs like a skirt, but is actually pants. But it cannot be clear for beginners. When explaining this word the teacher should:

- avoid a complex language explanation;
- avoid complex grammar rule;
- focus on the most important usage;
- give a lot of clear examples.

One of the ways to make the language less complex is not to use words that the students do not understand; these words should not be confusing for students. Thus, taking into consideration all these ideas, we can explain the word *Culotte* in the following way:

- it is like a skirt
- it is very loose
- women feel more comfortable in it to do some activities such as gardening, cleaning, bike riding, etc.

b). *Meaning in context*.

To understand the importance of meaning in context let's read a short text with some gaps to fill in. *He at night, because hesome strange noise in the street. He called the police and was....for them.*

For each gap a set of alternatives can be suggested, for example: *woke up/got up, heard/listened, waiting/expecting*. There are incorrect answers in this context. We chose some of them because they "go together" naturally. The words that go together well are: *woke up, heard, waiting*.

In other words this "going together" of one word with other words is called *collocation*. Collocations can help students to learn a language well. Knowledge of collocations is more useful for students than understanding of differences of word-meanings.

When dealing with new vocabulary in context teachers should try to:

- point out collocations in a context.
- suggest a great number of activities focusing attention on lexical collocations.
- encourage dictionary research.
- suggest many gap-filling exercises.

c). *Relations between words*.

The meaning of words is often clearer when you can see them in relations to other words. Let us see the relations between the words: 1).hot/cold. These words are antonyms; 2).up/down – another type of opposite; 3).correct/incorrect/correction, these words have the same roots, but are different parts of speech

We form these words with the help of suffixes; 4).can/can. These words have several different meanings.

Vocabulary can be presented in different ways: with the help of miming; by facial expression; drawing it on the board; drawing a line, diagram, antonym; reading out definition; bringing it in the classroom; pointing to the subject.

Learning words is a long process. After presenting some vocabulary the work on it should be continued through various effective activities. Vocabulary practice activities and games can contain the following: discussions, role-play, using vocabulary in written tasks, exercises on word formation, fill in gaps in sentences, finding synonyms and antonyms, matching words to other ones, matching-picture activities, word spider, memory maps, and vocabulary games.

These activities can help students to remember new vocabulary. We can suggest a very effective word list for learners: *Word, pronunciation, translation, grammar, collocations, and examples.*

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ПРИМЕНЕНИЕ ИННОВАЦИОННЫХ ПРИЕМОВ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

В данной статье рассмотрены примеры приемов преподавания иностранного языка.

Для этого используются следующие приемы: игры, драма, информационный пробел, зиг-заг, парная работа, групповая работа.

Ключевые слова: *коммуникация, сфокусированность, драма, информационный пробел, интерактивность.*

The author of an innovation in training in foreign languages connects with work as authentic audio-video and printing materials.

In this article, examples of methods of teaching a foreign language are reviewed.

The following receptions are for this purpose used: games, drama, information gap, zigzag, pair work, and group work.

Keywords: *communication, drama, information gap, interactivity, focus.*

В последние годы всё чаще поднимается вопрос о применении новых технологий в обучении. Это не только новые технические средства, но и новые формы и методы преподавания, новый подход к процессу обучения. Основной