

EFFECTIVE STRATEGIES FOR TEACHING ESL VOCABULARY

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Abstract: The following article provides information about effective ways of teaching vocabulary in ESL classes. It also defines the term vocabulary and reveals the role of vocabulary in improving reading comprehension of students.

Key words: teaching vocabulary, researching system, comprehension system, graphic organizer, morphemic analysis routine, semantic maps.

Before discussing about effective techniques for teaching English non-native students not only explaining it to students, but also giving some direction to the children of schools age, firstly, we should give the most vital information about it with some examples. According to Steven Stahl, “Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world” [5,30]. Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Moreover, new words tend to open broad imagination as well as cultural view of student’s life time. It may aid to focus on researching system not only learning conducting system, but also determining comprehension skills in the field of education. As we know, young children acquire vocabulary indirectly, because of lacking knowledge about the system. They can learn by listening when others speak or read to them, and then using words to talk to others. As children begin to read and write, they access more and more words through understanding what they are reading and then incorporate those words into their speaking and writing. Why we added this information in the beginning part of our introduction because of explaining the most hill part of the

session of teaching vocabulary. The following part of our article is about effects of enhancing vocabulary in the field of reading system. Therefore, we think that it would be better focusing special sphere of teaching vocabulary. In order to changing mind of humans into positive side of learning vocabulary, we think that have to get this point.

We know that vocabulary supports reading development and increases comprehension. Students with low vocabulary scores tend to have low comprehension and students with satisfactory or high comprehension scores. This is very pivotal part that helped the learners to do active process of teaching vocabulary. The report of the National Reading Panel states that the complex process of comprehension is critical to the development of children's reading skills and cannot be understood without a clear understanding of the role that vocabulary development and instruction play in understanding what is read [4,93]. Moreover, most of the students acquire vocabulary incidentally through indirect exposure to words at home and at school- by listening and talking, by listening to books read aloud to them, and by reading widely on their own.

Vocabulary instruction should occur in all grades as well as levels, in order to improve their reading skills. Because of connection vocabulary with reading skills, we can teach each other simultaneously. We desire to give two examples of methods:

Indirect vocabulary instruction. In this method pay more attention to students. It involves students' learning words and their meanings through daily conversations and through independent reading. Teachers need to consistently use new and interesting words as part of classroom instruction.

If we want to talk about the second method which is about direct vocabulary instruction involves the intentional focus on words and their meanings. It is based on teacher-student method. Teachers need to use a variety of methods to help students learn new vocabulary words directly.

This article will provide how teachers might enhance effective strategies of teaching vocabulary with some examples. Teachers use a simple graphic organizer to pre-teach

the meanings of important words in about 5 minutes per word. During this routine, teachers introduce target words with definitions, visual cues, and examples. Students engage in immediate practice using the words through collaborative student turn- and-talk activities. The second effective method is Morphemic Analysis Routine. Explicit instruction of words is important, but it is impossible to teach all the unfamiliar words students will encounter. One way to help students develop strategies for approaching unfamiliar vocabulary is to teach morphemes (prefixes, roots, and suffixes). Students can be taught the following morphemic analysis routine to help them engage in independent word study. The third section will be unique strategy for mentors. Semantic maps visually display and connect a word or phrase and a set of related words or concepts. Implementing semantic map activities in your classroom will help students, especially struggling students and students with learning disabilities, recall the meanings of words and/or concepts. Teachers will find that using a semantic map, combined with explicit instruction and practice opportunities, is an effective way of expanding students' vocabulary and supporting their content knowledge [3,7]. To conclude, learning vocabulary with their contextual meaning we can express our thoughts, imaginations by enhancing background of our knowledge. This is very important part of our second language skill learning that verified new norms, rules, knowledge of our life system. We could expand our brain system by using modern technologies of our brain system. For example, the number of individuals may utilize new ideas based on the brainstorming system. However, brainstorming system can be collection of vocabulary as well as ideas that it could use before some years.

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