

THEORY OF TEACHING ENGLISH VOCABULARY

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Abstract:

We look history of methodology, all idea for humans wait on knowledge and this idea from use our forefathers to teach students. And to learn by hart new vocabulary use methodic paradigms to us. They were named no matter how many and diverse their types are, they have their paradigm their paradigm in the development of modern methods as paradigmatic methods of fundamental education, and these methods are used by scientists, educators, and special language teaching centers as the main and general methods of language organization over time.

Keywords: foreign language, reasonable, activity, language orally, bilingualism.

Learning English vocabulary in it as a theory, we can cite many fundamental scientists and modern theories then Why should these exercises be so much more successful than traditional analysis? It seems reasonable to assume that it is at least in part because they are exercises in the production of language, and specifically in the production of written language, so they feed much more directly into the child's growing repertoire of productive skills than exercises in grammatical analysis do. In short, they are more closely integrated into the teaching of writing, so the skills acquired in isolation are more likely to transfer directly into a usable skill. However this conclusion does not necessarily rule out the possibility of transfer from grammatical analysis under the right conditions.

Writing and written language in the way of language learning is not only a learning tool, but more as a goal of foreign language teaching. Letter - this is technical component writing. Written speech by talking together with a so-called productive (expressive) is a kind of verbal activity and is expressed in the fixation of certain content graphic signs. Psychophysical basis of the written language is the interaction of motor, visual and auditory-speech analyzers. Reliance on all analyzers in the



training gives a considerably greater effect. According to psychologists, heard the material is absorbed by 10%, seen by 20%, heard and seen by 30%, recorded at 50%, with pronunciation of 70% in the training of another 90%. Psychologists believe that the basis of the written language is spoken language. And speaking, and writing can be seen from a plan (what to say) to the selection of the necessary funds (which are necessary words, as they combine in an utterance) and to implement the plan by means of language orally or in writing [1]

If we look at the history of methodology, we can see that different methods are used in methodological analysis and teaching a foreign language. for example Language Immersion

Language immersion is one of the ancient foreign teaching methods that still work quite well today. Although programs differ by country and context, it is basically a method developed to teach people a second language and has been rated as the most successful way of learning a second language. In language immersion, teachers make sure students continually develop their language proficiency by consistently weaving together familiar language with new words and information. Language immersion focuses more on the second language as a means to immerse the student completely within the subject, unlike the traditional language teaching programs where the language is taught simply as a subject to be learned. The overall goal of language immersion is to promote bilingualism between the two different sets of language speakers. It is worthy to note that the first language immersion program in which target language was taught as an instructional language started in Quebec, Canada, in the 1960's when middle-class English speaking parents campaigned for their children to be taught French. [2] therefore, we want to focus our theory on their fundamental paradigmatic appearance, although the methods of teaching foreign languages of the past and modern times are partially different. Because each language has its own charm and therefore linguistic, grammatical and poetic rules, and based on the views that have been scientifically collected from young language learners.

The comparison game this activity, students compare the characteristics of different but similar words. This can take a few minutes or be done very quickly using fewer words and is intended for elementary students, but again this depends on the number and complexity of words used and the word stem separation and mayn also depends on migration. We believe that it is necessary for the learner to move from simplicity to complexity.



Supporters of intensive teaching of foreign languages have this principle is defined as follows: "...he is regarded as a broader principle that involves the optimal combination (different at different stages of learning), conscious and unconscious in learning. This combination suggests a rational, conscious the teacher dosage of practiced operations and actions; conscious participation of the student in communication; not always and not quite conscious participation of the student in the development and assimilation of the language systems. This last provision does not exclude from the learning process on at certain stages, students' awareness and analysis with the help of teacher of means of language communication [3]

There are many types of games that can be used to teach English. Of course, games as a technique need the support of the media. Media can be pictures, flash cards, objects, puppets, cassettes, projectors and other objects that surround them. It is good that games are familiar to children because they learn in different ways, for example; by watching, listening, imitating and doing the actions and things in it. This means that children learn their knowledge through what they see and hear around them and then imitate it and imitate it by doing the actions in it (foreign language learner)

Children can imitate very accurately the sounds they usually hear and copy the speech of adults. This means that they learn by imitating, memorizing, practicing and learning what people say

Language is the most important tool for cognitive and linguistic growth, it explores how adults help children deal with their relationships Scaffolding is Bruner's theory, so scaffolding explains to students and read to communicate with students interact, scaffolding is holistic and must cover all aspects of science education if it is to be responsive. Therefore, teaching games using vocabulary as a learning method is a teaching process and teaching materials for children under five years old in relation to their environment, which surrounds them. surname refers to the vocabulary related to naming and introducing. alphabet, number name.

Children learn a foreign language in the same way as they learn to speak other subjects. In this variation, students break into small groups and play a board game according to the commands. After students complete the game, they create their own board game using the commands they created.

Learning a language is a difficult task and can be frustrating and boring at times. Understanding, producing and manipulating the target language requires constant effort and exploration. Well-chosen games are unique in that they give students a chance to relax and at the same time practice their language skills. Games are fun because they are fun and challenging at the same time. In addition, they use



meaningful and useful language in real contexts. They also encourage and strengthen cooperation.

Games stimulate fluency, entertain, teach and motivate. If none of these reasons exist, they should be used only because they help students see the beauty in a foreign language, not the problems that sometimes seem overwhelming.

Games are often used as short warm-up activities or when there is some time left at the end of class. However, play should not be seen as an activity for the teacher and the class in the odd moment when there is nothing else to do. Games should be at the heart of foreign language teaching. Games are used at all stages of the lesson, if they are appropriate and carefully selected.

Games are also good for revision exercises that help students remember the material in a fun and enjoyable way. All the authors mentioned in this article, even if the games are only noise and interest to the students, they are still worth paying attention to and applying in the classroom, because they motivate the students, develop communicative competence. develops and develops fluency.

Based on the above, it should be said that any learner of foreign languages, if he does more practical work together with his theory, he will achieve effective results in learning English, and we believe that the result will be more effective, and the language learner will be more practical in practice. we recommend doing it. After all, a person is born and born, and is formed under the influence of parents, family and society. In particular, while language serves humanity as a means of communication, learning foreign languages is one of the important factors in learning the customs and traditions of other nations and peoples. We consider it necessary to study the phonetic, linguistic, and grammatical aspects of the language while studying the culture of a nation.

We believe that it is appropriate to use oral and written methods in language learning, and we have listed below all the theories of foreign language learning.

If we look at Keith Allan's discussion topics, he writes as follows; In the spoken medium there is never more than one speaker per utterance; however, two speakers may utter identical utterances in unison, or Speaker may speak on someone else behalf. Co-authors generally take joint responsibility for what is written but, normally, each writes only a part of the text. This starkly contrasts with the number of hearers or readers Speaker may have for an audience. [4]

If we look at teaching foreign languages based on the theory of another scientist, including his opinion;



One of the most valuable perspectives to come out of this work and be incorporated into classroom teaching is that of the recursive nature of writing. Students are introduced to invention techniques to help them discover and engage a topic. Rather than being expected to turn in a finished product right away, students are asked for multiple drafts of a work and taught that rewriting and revision are integral to writing, and that editing is an ongoing, multi-level process, not merely a hasty check for correct grammar. [5]

Any purpose in education should not only be based on the textbooks or manuals that have served the history of mankind, but also on the theories of scientific intellect and modern education that have served the history of mankind, and should help the language learner to think freely and creatively, as well as the needs and spirit of the language learner. and we consider it necessary to approach based on their potential.

In this case, if the language learner expresses his opinion on the given topic of conversation from a democratic point of view based on his interests, he can learn the language in this class and like it.

We believe that the paradigmatic rules will be the basis for the implementation and the teacher's goal will be achieved.

After all, the listener of the rapidly developing information age needs any information that thinks creatively and we believe that this method and theory will play an important role in learning and teaching foreigners to help them develop into competitors who can analyze neutrally.

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