WAYS OF SOLVING PROBLEMS OF TEACHING ENGLISH VOCABULARY TO YOUNG LEARNERS

Ernazarov Abror Ablakulovich
Master's student of foreign language and
literature of Jizzakh State Pedagogical University

Nasrullayeva Nafisa Zafarovna,
Scientific supervisor: Professor, Department of Theory and Practice of the English
Language of the Samarkand State Institute of Foreign Languages

Abstract:
In our article, ways to solve the problems of teaching English vocabulary to young students are evaluated. Language learners are well aware that one of the main criteria in learning foreign languages is the vocabulary of the language being studied and its meaning and its practical application.

Keywords: vocabulary, middle grades, innovative technologies, foreign language, discussion technology.

There are different views and different methods on how to solve the problems of teaching vocabulary. Learning vocabulary is an important instructional aim for teachers in all content areas in middle grades schools [1]. At the modern stage, various innovative technologies are being introduced to help activate the educational process for learning a foreign language. The most produced technologies are: project technology, cooperative learning, technology-interview, Internet technology, discussion technology, game technology, student language portfolio technology, computer technology, technology, simulation, video, simultaneous technology. case — technology and. another. These are the points that are useful to us in applying these technologies and applying them to practice. Modern technologies help students' thinking and personal development in language learning.
They will teach you to get the necessary information, work in a team, accept a different opinion, you will practice and challenge your ideas and defend your point

Proceedings of International Scientific Conference on Multidisciplinary Studies
Hosted online from Moscow, Russia
Date: 11th April, 2023
ISSN: 2835-5733   **Website:** econferenceseries.com

of view, overcome fear syndrome, self-affirmation and you form a positive attitude to learning a foreign language.

Recent research, however, indicates that vocabulary instruction may be problematic because many teachers are not "confident about best practice in vocabulary instruction and at times don't know where to begin to form an instructional emphasis on word learning" [2] In this article, I summarize the important research vocabulary growth and development and be effective instructional strategies for secondary school teachers can be used to teach and teach vocabulary across content areas. We believe that teachers use these strategies help students become verbophiles—people who have fun learn the word and become language lovers, enthusiast's words, dear readers and word-savvy writers" [3]. Learning vocabulary. This study clearly shows that expansion of the vocabulary, expansion of the possibility of explanation and understanding, learning the beliefs and values of the culture of other nations and peoples has always been and remains an important goal in literacy and learning teachers have long recognized the importance of vocabulary development. At the very beginning In the 20th century, John Dewey (1910) noted that vocabulary is very important because it is a vehicle for words thinks about the meanings expressed. Since then there was an ebb and flow of anxiety vocabulary" [4. Sometimes interest and other times when the vocabulary is high and dense low and negligible, alternating back and forth over time [2] Vocabulary can be defined as "the words we need". knowing how to communicate effectively: words in speech (expressive vocabulary) and words in listening (receptive vocabulary)" [5]. Language There is extensive research on teaching attention in response to recent research decline in vocabulary among 18-year-olds entering college in recent years [6]. This section is a summary of the research findings placed on the growth and development of vocabulary around four questions: When learning vocabulary start? What does learning vocabulary mean? How vocabulary learned? What is the relationship between vocabulary growth and development and reading comprehension? These are they are chosen because they are basic and representative frequently asked questions about the dictionary and these the questions will focus on comprehensive and detailed information a study that provided key findings about education and learning vocabulary. In general, as the main methods of choosing vocabulary, we

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can say that it is important to choose a general and variant vocabulary, then the etior is mainly focused on the general vocabulary.

We believe that this will create a great opportunity for listeners to freely express their opinion in various fields and achieve the intended goal. Teachers can help students improve their vocabulary help with instruction and skill formation to help you see the value of the word in its density and we believe that it is necessary to teach them the relevance of word learning and the approach to general learning, not with specific dictionaries. Here are interesting and important words that appeared in the texts during the lesson or independent training they study in a class or in a group. Teachers can also concentrate on this students' attention to learning new words in both literal level (ie dictionary or dictionary definition) and conceptual level; help them use new words actively engage them in the interactive way they speak, listen, read and write focus on word learning experience their focus on learning vocabulary to a common element or origin we think it's important to show them how to learn vocabulary first, during and after studying and stress to them learning new words is not an end in itself because every language learner has their own personal and general goals and interests as mentioned above but the means to enhance reading comprehension are not exactly related to the goal. Because in learning a foreign language, as mentioned above, we believe that knowing only a certain area in a narrow circle prevents the learner from speaking in other areas. In the age of modern intellectual smart techniques and as an advanced form of education, we believe that the use of today's technology, rather than the human factor, helps the student in memorizing vocabulary. For example, we can show the method of booknomy company, one of the popular companies in Uzbekistan.

Based on the above, teachers can also show an excited attitude and an interest in words and language it can be a catalyst for students to be active and free to move and be active and even playful, engaged in learning new words, using. In order to develop synonymous games and puzzles, I need to create opportunities and conditions for the student to act freely in exercises and role-plays. Of course, there are many ways and methods of teaching and "vocabulary learning it is important to note that there is no single best way"[6]. Teachers they should keep four factors in mind when considering vocabulary teaching strategies: First; they are students teaching, secondly; the nature of the words they decide teaching, thirdly; learning

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objectives and words sioim and antioim in teaching each of these words helps to remember and use in a sentence; fourth; the strategies they use when teaching words, they give correct information. In this section, I describe eight research-based items instructional strategies that teachers can use to teach curriculum vocabulary: alphabet boxes, word interrogation, linear array, polar opposites, narrative types of words for impressions, narrative and explanation texts and standby guides. It follows from this that we believe that we have been able to show that in teaching a foreign language, it is necessary to use the general dictionary, as we mentioned above, not only the specific field of the language being studied.

Another technique you can use if you're trying to introduce or explain a new idea or abstract concept is to encourage your readers to help you, and you can use three techniques to enhance your message. Ask the students to fill it in with an idea Allow the reader to try while attempting a formal definition. A general rule is to try to give an example before giving an abstract definition or generalization. You can try to tell them that mailing is similar to sending a letter, but without using a physical stamp and finding a post office box. This is an example of an analogy. Use a diagram: If you present a simple diagram that illustrates an abstract concept then you effectively present a visual analogy. This can be very effective if done well. Of course, we believe that the purpose of this is to make it possible to use the vocabulary in practice. Many generations of schoolchildren have been taught the rule "Never use the same word twice." So we get speakers who think they always have to use a different word to describe the same thing. In technical and business speaking, the exact opposite rule applies:

You should always use the same word to refer to the same thing. Anything else will confuse and annoy readers. The project method requires good preparation not only of the student, but also of the teacher and the entire student body. Working on it leads to the development of communication skills and vocabulary, eliminates the official attitude to a foreign language, turns the idea into an interactive and integrated education, increases the access to study, and achieves a significant and promising achievement in education. There are many criteria for using information technologies in foreign language classes. Effective distribution, interaction, collaboration — here the main criteria for the introduction of information technologies in mixed education. Information technologies in no case set themselves

the task of changing the educational system and way, they help organize learning in accordance with the goals set for themselves. And only when the use of information technology meets the expectations of students; and then their use and development will be affected.

List of used literature

1)   Harmon, Wood, & Kiser, 2009
2)   Berne & Blachowicz, 2008, p. 315
3)   Mountain, 2002, p. 62
4)   Manzo, Manzo, & Thomas, 2006, p. 612; see also Blachowicz & Fisher, 2000
5)   Neuman & Dwyer, 2009, p. 385
6)   Blachowicz, Fisher, Ogle, & Watts-Taffe, 2006