

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIHII (Russia) = 0.126
ESJI (KZ) = 9.035
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2021 Issue: 05 Volume: 97

Published: 29.05.2021 <http://T-Science.org>

QR – Issue



QR – Article



Iroda Melikuzi kizi Abdunazarova

Tashkent State University of Uzbek language and literature named after Alisher Navoi
Lecturer

FEATURES OF WORKING WITH A NEW VOCABULARY OF A FOREIGN LANGUAGE

Abstract: The article considers the problem of training English language to work with new vocabulary. It provides information about the use of gaming technology for enlarging students' active vocabulary.

Key words: new vocabulary, foreign language, the primary stage of language learning, foreign language teaching, gaming technology.

Language: English

Citation: Abdunazarova, I. M. (2021). Features of working with a new vocabulary of a foreign language. *ISJ Theoretical & Applied Science*, 05 (97), 490-492.

Soi: <http://s-o-i.org/1.1/TAS-05-97-86> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.05.97.86>

Scopus ASCC: 1203.

Introduction

As you know, the education system, as well as the teaching of academic subjects, including foreign languages, are sensitive to changes taking place in society. The economic and social transformations that have taken place in our country in recent decades have led to significant changes in the field of education. Previously, there was an educational-disciplinary, authoritarian-informational approach with a focus on the "average" student. Now it has given way to a personality-oriented approach, which is a child-oriented approach aimed at the full development of each student, at his self-determination and self-realization. It is the change of value orientations in society that has led to the fact that a free, developed and educated person has become recognized as the greatest value.

Modern educational institutions strive to constantly improve the quality of the educational process. The same trend is observed in the teaching of foreign languages. Throughout the XX century, methodologists and linguists solved many problems related to the methodology of mastering a foreign language at different ages. A. S. Lyubchenko came to the conclusion that there is a very serious problem that concerns teaching a foreign language both in universities and in schools. The fact is that the features of the process of assimilation of new vocabulary are not well studied today. Certain phrases and individual

words are easy to remember, while others are much more difficult to learn. Therefore, they have to choose suitable exercises for them. But if you differentiate the work of students, you can contribute to the effective assimilation of the lexical minimum by students.

Important theoretical provisions were developed that allow creating new methods for mastering the vocabulary of a foreign language, dictionaries of the mandatory lexical minimum, textbooks on foreign languages, and educational programs were compiled. After graduation, student must possess a mandatory minimum of material intended for the school curriculum. If a student can name an equivalent word for word in a foreign language, does it mean that he knows it? Of course, yes. However, will he be able to correctly use this word to correctly express his thoughts? Sometimes it happens that the student, noticing a foreign word, immediately recognizes it, but can not remember its meaning. To understand the meaning of familiar words, he needs time and needs to think hard. Does the disciple then know the word? He knows, of course. But is this level of knowledge enough to read foreign texts? Of course, it is not enough. When reading, it is important to recognize words instantly. The same applies to the process of speaking: the student must be able to instantly remember the right words, suitable in meaning and meaning. He must also be able to combine them correctly.

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIIHQ (Russia) = 0.126
ESJI (KZ) = 9.035
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

Therefore, we are not talking about the fact that students should know foreign words. They should be able to use these words. It should be remembered that the main goal of the teacher is to help student master foreign language vocabulary. Given this, it must be said that the most important element of speech activity in a foreign language is vocabulary. It should occupy an important place in all lessons, it is necessary to form lexical skills, which the teacher constantly tries to pay attention to. Despite the fact that there is progress in teaching an active vocabulary, today there are still no methods that contribute to the effective and rapid acquisition of foreign speech. Therefore, the problem is still relevant today.

Vocabulary is the most important speech element of any language system. It allows you to listen to someone else's speech, speak independently, read written text and write. This should be given the main place in every lesson. The teacher constantly keeps in mind the development of speech skills. What is vocabulary? This is a system of words that forms the vocabulary of the language being studied. The words that a student uses in a foreign language are part of the active lexical vocabulary of a person. The more words there are in this stock, the easier it is for a person to use the language. The main goal of teaching a foreign language is to develop students' lexical skills as the most important element of all types of speech activity. Lexical skills are quite conscious, this is manifested in what words a person chooses and how he combines them with other words, depending on the purpose of the statement. It is also important to develop the ability to analyze words, to be able to carry out word formation and construct word combinations.

There are a number of reasons to pay special attention to this aspect of learning a foreign language: the degree to which a person has mastered the vocabulary depends on the content of his speech; the vocabulary required for studying is heterogeneous in its content and in its psychological and linguistic properties; the lexical minimum is the basic basis of vocabulary, which is a reference element for further development; the ability to use language units is the most important component of activity in speech; the need to systematize previously studied vocabulary units. From the point of view of methodology, the study of foreign language vocabulary is a very complex process. In order for students to master the vocabulary, it is not just necessary to present it, but also to explain it, to provide them with a variety of exercises to perform, to train the use of new vocabulary, to control the process of developing lexical skills. The rules for the design of vocabulary are lexical rules. Introducing students to new material should not be just like communicating new information. It is important that student independently "extract" new knowledge by actively perceiving an interesting story. It is necessary to attract the attention of the students.

Teaching student foreign language speech, it is necessary to actively use game methods of organizing educational activities. This approach makes it possible to make classes fun and effective. It can be used at any age, adapting the content and form of classes to the age characteristics of each specific group of student. Thanks to the introduction of game elements, it is possible to create a psychologically pleasant atmosphere, which will allow students to perceive foreign speech as a real means of communication.

The game approach is especially effective at the initial stage of training. The game makes it possible to organize classes as natural communicative situations that are interesting for student and cause activity and a desire to mobilize their intellectual resources for the assimilation of new material. It also allows you to train the memory of student, so that new lexical material is more efficiently assimilated. Let's look at some games for teaching younger students new vocabulary, for example, games aimed at training and using vocabulary in oral speech. Guess who said it. The student goes to the blackboard and stands with his back to the class. The teacher shows the class a picture with the image of the word passed in the lesson. One of the students must pronounce this word, changing the voice, and the leader guesses who it is. (Is it she?) Guess the object (Guess the object). The student goes to the blackboard and stands with his back to it. On the board, the teacher places several pictures with the image of the lexical material passed. The student must guess at least one word by asking the class questions:

- Can I have an apple?
- No, sorry.
- Can I have a banana?
- Yes! The student takes the card and sits down.

Then the next student comes out (the cards must be changed every time). Game chain (Game "on the chain"). Students are seated in a circle. Continuing the theme of "fruit", students should say and show what fruit they like, replacing the last word with gestures:

- I like ... (miming e. g. a banana).
- Do you like pears?

- No, try again. Students ask questions in a circle. Who is faster? (Who is faster?). Students are divided into two teams and line up in two lines in front of the board. On the board in advance for both teams, pictures are attached with the image of the words passed in the lesson. At the end of the line on the tables of both teams are the same pictures. The first person on the team is facing the board, the others are looking back. The moderator removes the card, says and passes the word to another student. And so on down the chain. The last person in the team must find the appropriate picture and take it to the teacher. Then the first in the team stands at the end. The task of the students is to get rid of all the cards correctly and as soon as possible. So, games are used for different purposes: to introduce new vocabulary, to consolidate it in both written and oral speech. Games for the

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIHII (Russia) = 0.126
ESJI (KZ) = 9.035
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

formation of lexical skills perform the following tasks: introducing students to new words and phrases; training the use of these words in a natural communication situation; activating the speech

mental activity of schoolstudent; forming speech reactions.

References:

1. Kalinkin, S. M. (2012). *The use of game technologies in English lessons. Lexical games* [Electronic resource]. - Retrieved 5.05.2017 from <http://nsportal.ru/shkola/inostrannye-yazyki/angliiskiy-yazyk/library/2012/11/05/ispolzovanie-igrovoykh-tehnologiy-na>
2. Farxodjonova, N.F. (2021). "Modernization Of Uzbek Language And National-Spiritual Heritage In National Culture." *The American Journal of Social Science and Education Innovations*, 3.01 (2021): 585-594.
3. Farxodjonova, N. F. (2020). *Formation of national idea through factors of national culture*. Mirovaja nauka 2020. Problemy i perspektivy. (pp. 3-6).
4. Golish, L.V. (2005). *Tehnologii obuchenija na leksijah i seminarah: Uchebnoe posobie*. Pod obshh. red. akad. S.S. Guljamova, Tashkent: TGEU.
5. Farxodjonova, N.F., & Pulatov, A. (2019). Modern methods of increasing student interest in social sciences. *Jekonomika i socium*, №. 4, pp. 38-40.
6. Isroilovich, I. M., et al. (2020). Philosophical ideas and views of national culture in the condition of globalization. *PalArch's Journal of Archaeology of Egypt/Egyptology*, T. 17, №. 7, pp. 14289-14295.
7. Konysheva, A.V. (2006). *The game method in teaching a foreign language* [Text]. (p.150). St. Petersburg: Piter.
8. Farxodjonova, N. F., & Abdurahimov, V. A. (2020). *Modern technologies of students training in higher education. nauka i tehnika*. Mirovye issledovanija, (pp. 5-7).
9. Farxodjonova, N. F. (2018). Relation to national culture in the condition spiritual renew of society in the republic of uzbekistan. *Mirovaja nauka*, №. 6, pp.14-17.
10. Numonjonov, S. D. (2020). Innovative methods of professional training. *ISJ Theoretical & Applied Science*, 01 (81), pp. 747-750.
11. Farxodjonova, N. F. (2019). Modernization and integration: social-philosophical analysis. Rol'nauki v formirovanii sovremennoj virtual'noj real'nosti.
12. Farxodjonova, N. F. (2016). *Problemi primeneniya innovatsionnix texnologiy v obrazovatel'nom protsesse na mejdunarodnom urovne*. Mejdunarodnaya konferentsiya. Innovatsionnie tendentsii, sotsial'no-ekonomicheskie i pravovie problemi vzaimodeystviya v mejdunarodnom prostranstve.
13. Sodirjonov, M. M. (2020). Education as the most important factor of human capital development. *Theoretical & Applied Science*, (4), 901-905.
14. Lyubchenko, A. S. (2007). *Non-standard English lessons at school* [Text]. - Rostov N / D.: Feniks.