

## THE IMPORTANCE OF TEACHING VOCABULARY TO YOUNG LEARNERS

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To know a language means to master its structure and words. Thus, vocabulary is one of the aspects of the language to be taught in school. The problem is what words and idioms pupils should retain. It is evident that the number of words should be limited because pupils have only 2-4 periods a week; the size of the group is not small enough to provide each pupil with practice in speaking; schools are not yet equipped with special laboratories for individual language learning. The number of words pupils should acquire in school depends wholly on the syllabus requirements. The latter are determined by the conditions and method used. For example, experiments have proved that the use of programmed instruction for vocabulary learning allows us to increase the number of words to be learned since pupils are able to assimilate them while working independently with the programme.

The vocabulary, therefore, must be carefully selected in accordance with the principles of selecting linguistic material, the conditions of teaching and learning a foreign language in school.

Scientific principles of selecting vocabulary have been worked out. The words selected should be (1) frequently used in the language (the frequency of the word may be determined mathematically by means of statistic data); (2) easily combined (*nice room, nice weather*); (3) unlimited from the point of view style (*oral written*); (4) included in the topics word- building (*use, used, useful, useless, usefully, user, usage*).

The first principle, word frequency, is an example of a purely linguistic approach to word selection. It is claimed to be the soundest criterion because it is completely objective. It is derived by counting the number of occurrences of words appearing in representative printed material comprising novels, essays, plays, poems, newspapers, textbooks, and magazines.

Modern tendency is to apply this principle depending on the language activities to be developed. For developing reading skills pupils need “reading vocabulary”, thus various printed texts are analysed from the point of view of word frequency. For developing speaking skills pupils need “speaking vocabulary”. In this case the material for analysis is the spoken language recorded. The occurrences of words are counted in it and the words more frequently used in speaking are selected.

The other principles are of didactic value, they serve teaching aims. The words selected may be grouped under the following two classes.

1. Words that we talk with or form (structural) words which make up the form (structure) of the language.

2. Words that we talk about or content words. In teaching vocabulary for practical needs both structural words and content words are of great importance. That is why they are included in the vocabulary minimum.

The number of words and phraseological units the syllabus sets for a pupil to assimilate is 1.200. They are distributed in the following way: 800 word in the eight-year school, the rest in the ten-year school. The textbooks now in use contain more word units than the syllabi set.

The selection of the vocabulary although important is not the teacher’s chief concern; it is only “what” of teaching and is usually prescribed for him by textbooks and study guides he uses. The teacher’s concern is “how” to get his pupils to assimilate the vocabulary prescribed. This is difficult and it is still in the process of being solved.

It is generally known that school leaver’s vocabulary is poor. They have trouble with hearing, speaking, reading, and writing. One of the reasons is poor teaching of vocabulary.

The teacher should bear in mind that a word is considered to be learned when: (1) it is spontaneously recognized while auditing and reading; (2) it is correctly used in speech, i.e., the right word in the right place.

Learning the words of a foreign language is not an easy business since every word has its form, meaning and usage and each of these aspects of the word may have its difficulties. Indeed, some words are difficult in form (daughter, busy, bury, woman, women) and easy in usage; other words are easy in form (enter, get, happen) and difficult in usage. Consequently, words may be classified according to the difficulties pupils find in assimilation. In Methodology some attempts allow us to distinguish the following groups of words: concrete, abstract, and structural. Words denoting concrete things (book, big, good) are easier to learn than words denoting abstract notions (word, home, believe, promise, honest). Structural words are the most difficult for Russian-speaking pupils. In teaching pupils a foreign language the teacher should bear this in mind when preparing for the vocabulary work during the lesson.

Words denoting concrete things (book, street, sky), actions (walk, dance, read), and qualities (long, big, good) are easier to learn than words denoting abstract notions (word, home, believe, promise, honest). Structural words are the most difficult for Russian-speaking pupils.

Words are elements of the language used in the act of communication. They are single units, and as such cannot provide the act of communication by themselves; they can provide it only when they are combined in a certain way. Sometimes separate words may be used in the act of communication, however, for example:

\_\_\_ You have relatives, haven't you?

\_\_\_ Yes, a grandmother.

The word grandmother is used instead of the sentence pattern. Yes, I have a grandmother.

Charles Fries says: "It is not the meaning of the words themselves but an intricate system of formal features which makes possible the grasp of what we generally call *meaning*. Train, boy, house, take-conveys no meaning. '*They boy takes a train to his house*' is full of meaning." He concludes, the meaning is not in the words themselves but in the words as a pattern".

Presentation of new words. Since every word has its form, meaning, and usage to present a word means to introduce to pupils its forms (phonetic, graphic, structural, and grammatical), and to explain its meaning, and usage.

The techniques of teaching pupils the pronunciation and spelling of a word are as follows: (1) pure or conscious imitation; (2) analogy; (3) transcription; (4) rules of reading. Since a word consists of sounds if heard or spoken and letters if read or written the teacher shows the pupils how to pronounce, to read, and write it. However the approach may vary depending on the task set (the latter depends on the age of pupils, their progress in the language, the type of words,) For example, if the teacher wants his pupils to learn the word orally first, he instructs them to recognize it when hearing and to articulate the word as an isolated element (a book) and in a sentences pattern or sentence patterns alongside with other words. (*This is a book. Give me the book. Take the book. Put the book on the table*).

As far as the form is concerned the pupils have put two difficulties to overcome: to learn how to pronounce the word both separately and in speech; and to recognize it in sentence patterns pronounced by the teacher, by his classmates, or by a speaker in case the tape recorder is used.

If the teacher wants his pupils to learn the word during the same lesson not only for hearing and speaking but for reading and writing as well, he shows them how to write and read it after they perform oral exercises and can recognize and pronounce the word. The teacher writes down the word on the blackboard (let it be spoon) and invites some pupils to read it. The pupils read the word and put it down in their notebooks. In this case the pupils have two more difficulties to overcome: to learn how to write and how to read the word; the latter is connected with their ability to associate letters with sounds in a proper way. Later when pupils have learned the English alphabet and acquired some skills in spelling and reading they may be told to copy the new words into their exercises-books and read and write them independently; this work being done mainly as homework. The teacher then has his pupils perform various oral exercises during

the lesson; he makes every pupil pronounce the new words in sentence patterns and use them in speech. Since this is the most difficult part of work in vocabulary assimilation it can and must be done during the lesson and under the teacher's supervision.

There are two methods of conveying the meaning of words: direct method and translation. The direct methods of presenting the words of a foreign language brings the learner into direct contact with them, the mother tongue does not come in between, it establishes links between a foreign word and the thing or the concept directly. The direct method of conveying the meaning of foreign words is usually used when the words denote things, objects, their qualities, sometimes gestures and movements, which can be shown to and seen by pupils, for example: a computer, a table, black, small, take, stand up, etc. The teacher should connect the English word he presents with the object, the notion it denotes directly, without the use of pupils' mother tongue.

In conclusion, according to my point of view, vocabulary is the most important skill when learning/teaching a foreign language. It is on vocabulary that all the other skills like reading; writing, speaking, and listening are based and developed. This has shown why it is important to learn new words.

## **TIBBIYOT OLIY TA'LIM MUASSASALARIDA EKOLOGIK TARBIYA, FANLARNI EKOLOGIYALASHTIRISH MASALALARI**

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Hozirgi kunda ekologik muammolar jamiyatning barcha jabhalarida dolzarb ahamiyat kasb etmoqda. Bu dolzarblikning asosiy sabablari quyidagicha bayon etilishi mumkin.

Global ekologik muammolarning kuchayishi. Jahon bo'ylab atmosferani ifloslantirish, iqlim o'zgarishi, biologik xilma-xillikning yo'qolishi kabi global ekologik muammolar kuchaymoqda. Bu muammolar inson salomatligiga bevosita ta'sir ko'rsatadi. Masalan, havoning ifloslanishi nafas olish yo'llari kasalliklari, yurak-qon tomir kasalliklari va boshqa salomatlik muammolariga sabab bo'ladi. Tibbiyot oliy ta'lim muassasalarida ekologik tarbiya va fanlarni ekologiyalashtirish orqali kelajakdagi sog'liqni saqlash mutaxassislari ushbu muammolarga samarali yondashish qobiliyatini rivojlantirishi mumkin.

Odamlarning ekologik savodxonligining oshishi. Odamlarning ekologik masalalarga bo'lgan qiziqishi va tushunchasi ortib bormoqda, bu esa sog'liqni saqlash tizimidan ekologik jihatdan barqaror yondashuvlarni talab qiladi. Tibbiyot oliy ta'lim muassasalarida beriladigan ekologik ta'lim shifokorlar va boshqa sog'liqni saqlash mutaxassislari bu talablarga javob berishga tayyorlaydi.

Sog'liqni saqlash tizimida barqarorlikni ta'minlash. Tibbiyot oliy ta'lim muassasalarida ekologik tarbiya va fanlarni ekologiyalashtirish, sog'liqni saqlash tizimida barqarorlikni ta'minlashga ham hissa qo'shadi. Bu, o'z navbatida, resurslarni tejash, chiqindilarni kamaytirish va ekologik jihatdan barqaror amaliyotlarni qo'llash orqali atrof-muhitga salbiy ta'sirni kamaytiradi.

Kelajak avlodlar uchun salomatlikni saqlash. Tibbiyot oliy ta'lim muassasalarida ta'lim olgan mutaxassislar kelajakda sog'liqni saqlash sohasini shakllantiradi. Ekologik tarbiya va fanlarni ekologiyalashtirish orqali ular kelajak avlodlar uchun salomatlikni saqlash va atrof-muhitni muhofaza qilishda muhim rol o'ynaydi.

Tibbiyot oliy ta'lim muassasalarida ekologik tarbiya, fanlarni ekologiyalashtirish masalalari tibbiyot sohasida ekologik ong va tarbiyani rivojlantirishning ahamiyatini ta'kidlaydi. Zamonaviy jamiyatda salomatlik va ekologiya o'rtasidagi chambarchas bog'liqlik tobora ko'proq e'tiborga molik bo'lmoqda. Tibbiyot oliy ta'lim muassasalari (OTM)da ekologik tarbiya va fanlarni ekologiyalashtirish, kelajakda sog'liqni saqlash tizimida faoliyat yuritadigan mutaxassislarni tayyorlashda muhim omil hisoblanadi.