Modern Strategies And Innovative Technologies In Teaching English Vocabulary

Dalieva Madina Habibullaevna
Senior Lecturer, Uzbek State World Languages University, Uzbekistan

ABSTRACT

The article deals with the issues based on implementation of modern strategies and innovative technologies in teaching vocabulary in English classes. The development of lexical skills for their subsequent inclusion in students' speech activity is the main task in mastering vocabulary. The use of computer technology in the formation of lexical skills significantly enhances the effectiveness of this process. Vocabulary in the system of linguistic means is the most important component of speech activity: listening and speaking, reading and writing.

KEYWORDS

Lexical skills, innovative technologies, modern strategies, foreign language, vocabulary, communication.

INTRODUCTION

The methodology of teaching foreign language vocabulary has long attracted the attention of teachers and methodologists, since it plays a huge role in the knowledge of the vocabulary, as well as, in the development of students' speech skills. The task of practical mastery of a foreign language requires finding ways to improve both the methods of teaching speech skills, and great attention to the organization of language material.

As we know, vocabulary is a set of elements that are in regular relationships and together form certain integrity. This determines it takes important place in every foreign language lesson, and the formation of lexical skills is constantly in the teacher's field. The processes of renewal in the field of teaching foreign languages in a modern school create a situation in which teachers are given the right and the opportunity to independently choose models for constructing a curriculum for a subject, teaching aids and other teaching aids.

The teacher tries to effectively use new technologies in the educational process. In the process of functioning, words are organized into a system and make it possible to discover such interrelationships that make the lexical-semantic system self-organizing. Only ordered, systematized and organized information is easier to remember and easier to retrieve from memory. If it is necessary to use this or that word, a person does not go through the entire dictionary, but somehow limits his search with lightning speed [5, p. 99].

METHODS AND ANALYSIS

Indeed, one of the main basic tasks in learning a foreign language is to increase the number of actively used words, which improves a person's literacy level and introduces a significant variety in his speech. To memorize new words well, we need to spend a lot of time and make every effort. Types of memory can be classified into three types: short-term (deals with the processing of information immediately at the time of its receipt), medium-term (reproduces information received recently) and long-term (capable of storing part of the information throughout its life). In addition, memory can be passive and active. Thus, in order to replenish the vocabulary of the English language, it is necessary to organize the memorization of new words so that the information is deposited in long-term memory and reproduced by its active department. This can be done quite simply if you use modern techniques for memorizing new information. As we know, for the best development of communication skills, it is necessary to master new methods and strategies of teaching, aimed at the development of such activities as speaking, reading, writing and listening. To solve the set tasks, certain intellectual skills are required, the formation of linguistic, sociolinguistic and pragmatic competence. Comparison of a foreign culture with the culture of one's own country should not be a

cultural shock, but on the contrary, as W. von Humboldt wrote: "Through the diversity of languages, the wealth of the world and the diversity of what we learn in it are revealed to us; and human existence becomes wider for us, since languages in distinct and effective features give us different ways of thinking and perception" [2, p. 35].

Accordingly, some scholars have defined the term "foreign language learning strategies", developed a typology and identified more than 100 individual strategies [6]. Thus, in most languages, teaching the principles and rules of classifying languages and linguistic units (taxonomy) is one of the most common methods. When studying a foreign language, communication strategies are used that contribute to the disclosure and development of skills and abilities, the elimination of any mistakes in the grammatical field and the expansion of the vocabulary of students. Requirements for the level of formation of skills and abilities in the process of teaching foreign languages include an intercultural linguistic aspect, suggesting the following:

- perception and adequate use of deviations from the standard norm of modern English (dialectal, colloquial, socially-colored);
- knowledge about the differences in the methods of linguistic realization of intentions in the country of the target language;
- the ability to act in everyday situations in the country of the target language;
- awareness of the significance of the experience acquired in the native culture, and the degree of its influence on the character and actions of a person;
- the ability to navigate in the value system of another culture and show tolerance for another value system.

Some of the tasks that foreign language teaching specialists suggest to expand vocabulary are as follows:

- working with texts: understanding the text based on certain keywords allows you to interpret and take the meaning of words out of the context that accompanies them, without the need to use a dictionary at any time;

- search for associations: the exercise is recommended for updating new terms that are associated with certain images, lexical units associated with them (synonyms, antonyms or words that are often used with them);
- classification: creation of a family of words on a specific topic or one semantic or grammatical category, which allows you to organize the studied vocabulary for further use in appropriate contexts;
- exercises with phrases: the main condition for learning vocabulary words is practice, either in the form of creating written sentences that include new vocabulary, or its application in oral speech;
- games: the use of crosswords has a didactic and motivational power when learning new words in other languages [6].

Unfortunately, for a long time, the main principle of the format for constructing the old authoritarian system of language education was the relationship at the level of "instruction-fulfillment". The innovative and creative ideas that make it possible to use these principles in a new format of language education cause fear and reluctance in students to revise their usual working methods and use more effective innovative technologies. Although it is generally accepted that the development of communication skills occurs only with the presence of motivation and expression of their individuality.

For the successful introduction, consolidation and activation of vocabulary, we highlight the psychological and methodological aspects, as well as thematic and situational vocabulary introduction. In the first approach, we select lexical units, the most common phrasal verbs, idioms, using visual material, definitions, translation and the method of linguistic guesswork. Students make up dialogues, sentences, monologues, various situations. This stage, in our opinion, helps to consolidate new vocabulary, speeds up the memorization process. The studied lexical units are used in speech exercises and grammatical tasks, logical and associative connections are established. All this makes it easier to memorize lexical units. All linguistic material is systematized into thematic groups of varying complexity. These thematic selections help us design lessons around specific topics, taking into account the individual characteristics of students. Note that the center of communication is no longer in the linguistic plane, but in the plane of communication, and this, in our opinion, helps students participate in maintaining a conversation and in improving the quality of communication. This, in turn, allows them to make contact, listen to others and receive feedback, express themselves as a person, and defend their point of view.

It is also noteworthy that language teaching can best summarize specific actions and forms of activity, behavior or thinking processes that students consciously intend to use to enhance their own language learning. They learn not only to listen to themselves, but also to speak their thoughts, to enter into communication with a representative of another culture. We encourage students to cooperate, organize conferences and thematic meetings with native speakers, to conduct research work in Internet projects, and we consider this an important pedagogical and methodological technique.

The next technique that is used in the work to expand the lexical stock is memorizing the situationally introduced lexical units. The proximity of knowledge to real life makes it

more understandable. It is the use of bright, memorable techniques that is situationally justified, as well as creative and interesting, because new living conditions pose new challenges. The essence of the language is made up of conceptual relationships of different dimensions that manifest themselves at a deep level and create a complex conceptual network. BA Borukhov believes: "For a long time, linguistics has studied not language as such in the unity of its physical and spiritual aspects, but only the grammatical, syntactic, semantic skeleton of the language. It was for this reason that it was not possible to build a bridge from language to thinking, to find the beginning that connects them. Meanwhile, not the skeleton, but the soul of the language, that is, the worldview, the ideology of the system of values, which is objectified in it, directly connects it with the soul of the speaking subject, his inner world, thinking "[1, p. 116].

A program was developed to help master the basics of communication in English in oral and written forms. Its relevance lies in the fact that along with the improvement of the English-speaking communicative competence, the program contributes to self-education using various methods of introducing lexical units and expanding the vocabulary of the learners' language. For the purpose of a more visual demonstration, illustrative material is used (drawings, photographs, videos, various schemes), translation is used with an explanation of the most incomprehensible points, lexical units are explained using definitions, synonyms, antonyms to systematize words, the method of linguistic guesswork is used (international words, gestures , facial expressions, context). At the stage of activating lexical units, students perform a variety of creative exercises:

- make up mini-situations with dramatization of dialogues on behalf of different characters, using an image,

posture, gestures, facial expressions, symbols, signs;
- compose monologues with the use of new lexical units based on the plan;
- practice elements of language material in pre-speech exercises;
- interact in natural situations of communication, where structurally completed actions are used in the function of communication.

In classroom and extracurricular activities, students should be able to use the following communication strategies:

1. Explain the words and phrases they want to say when they do not have a high level of English.
2. React appropriately when faced with unfamiliar words or phrases in English.
3. Correct when students misuse an English word.

One of the ways to optimize the learning process for lexical units is the use of computer technologies, which increase the didactic capabilities of traditional teaching, while providing visibility, audio and video support, and control. The role of students' independent work is growing with the possibilities of using the project method and other non-standard forms of training.

Several methodologists and researchers believe that computer programs are entertaining, interesting, increase the motivation of learning, contribute to the development of student competence, but by their nature they are not intended to form communicative competence in all its diversity can never replace a teacher in a lesson.

Activation of training is associated with the interactive nature of the computer and the fact that each student works at his computer. In traditional classroom teaching, the main thing is the students' perception of information orally, while the student does not

often have to be active in the lesson and the teacher is not able to organize and control the active work of each student in his workplace. Therefore, traditional teaching is mainly passive - many teachers complain that 20-30% of students actively work in the lesson. If the training is conducted in the computer class, the computer through the dialogue nature of its work stimulates the student to the activity and controls its results.

Individualization of training when using a computer is also associated with the interactive nature of working with a computer and the presence of computers at workplaces: each student can now choose the pace of training himself, pause work. A deeper and more subtle account of the individual characteristics of students can be carried out by a computer program through which training is conducted (pedagogical software, abbreviated as teaching staff). Using the initial test, the program can determine the student's level of training, and in accordance with this level present theoretical material, questions and tasks, as well as tips and help. The program conducts training for weak students at the easiest (basic) level, the presentation of theoretical information is maximally simplified, questions and tasks are facilitated, help has the nature of a direct hint. The training of strong students is carried out at the most difficult level, the theory is presented in depth, creative tasks that require ingenuity and intuition are offered, and the help is indirect in nature - a hint or an idea that leads to the right path. Between these extreme cases, the training program can take into account a finer gradation of students' preparedness.

Each student in the learning process encounters difficulties of an individual nature associated with the presence of gaps in knowledge or in particular thinking. When learning using a computer, the training program can diagnose gaps in the student's

knowledge, his individual characteristics and build training in accordance with them.

The graphic capabilities of personal computer displays and flexible programming languages make computer training very visual. In fact, now at every workplace of the student there is a television - display, on the screen of which using the programming language it is possible to show geometric figures and constructions, stylized images of real objects, etc. without using a movie or video - recording.

It can be said that the Power Point program allows the teacher to create high-quality teaching materials for specific learning tasks. The advantages of multimedia presentations are: 1) a combination of a variety of textual audio and video visuals; 2) the possibility of using the presentation as an interactive, multimedia whiteboard, which allows us to more clearly familiarize with new lexical, grammatical and even phonetic material, as well as provide support in teaching all types of speech activity; 3) the ability to use individual slides as handouts (supports, tables, charts, graphs, charts); 4) increased attention of the whole class; 5) ensuring the effectiveness of perception and memorization of new educational material; 6) saving study time; 7) the formation of computer multimedia competence of both teachers and students, the development of their creative abilities in the organization of educational work [5]

CONCLUSION

So, a foreign language teacher should be able to navigate well in a huge number of Internet resources, which provide mastery of a foreign language in unity with the culture of its native speakers, and also greatly facilitate the work of teachers, increase the effectiveness of teaching, and improve the quality of teaching.

Thus, the conceptual basis for determining the target purpose of expanding vocabulary, content and teaching strategies is precisely

the sociocultural approach to language education, on the basis of which students would form knowledge about the realities and traditions of the country and would be included in the dialogue of cultures. Additional reading, watching videos, extracurricular activities and meetings with native speakers, participation in research work, in Internet projects, various vocabulary exercises of a training nature, clarity when introducing foreign language material and practicing situational speech contact play a large role in expanding the vocabulary. Having analyzed the psychological and intellectual characteristics of students, we came to the conclusion that our research allows us to outline a perspective in the field of methods for expanding the vocabulary of the language.

REFERENCES

1. Efremenko V.A. (2007) The use of information technology in a foreign language lesson / V.A. Efremenko // Foreign languages in the school.-№8.P. 18-21

2. Khudyakov A.A., Chukharev E.M. (2010) On the potential interaction of cognitive and evidence-experimental paradigms in the practice of linguistic research // In Search of Meaning: Sat. scientific tr., ded. memory prof. A.A. Khudyakova. - SPb.: Publishing House SPbGUEF. —26–38.

3. Passov E.I. (1989) Fundamentals of a communicative methodology of teaching foreign language communication / E. I. Passov. -M: "Russian language". -276 p.

4. Robert I.V. (1994) Modern information technologies in education: didactic problems, prospects for use / I.V. Robert - M .: Shkola-Press. – 182p.

5. Rogova G.V., Rabinovich F.M. (1991) Methods of teaching foreign languages in high school. - M .: Education. 287 p.

6. Telitsyna T.N. (2010) Using computer programs in English lessons / T.N. Telitsyna, A.F. Sidorenko // Foreign languages at school.-№2.- 41-43c.

7. Tsvetkova L.A. (2002) Use of a computer for teaching vocabulary in elementary school / L.A. Tsvetkova // Foreign languages in school. №2.-43-47p.

8. Zakharova I.G. (2003) Information technology in education: textbook. allowance for students. Textbook. - M., 185 p.