

7-10-2019

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Recommended Citation

Shoxidova, Mashkhura (2019) "THE TECHNOLOGY OF DEVELOPING TECHNOLOGY THE LEXICAL COMPETENCE OF THE UNDERGRADUATE STUDENTS," *Scientific Bulletin of Namangan State University*.

Vol. 1 : Iss. 3 , Article 52.

Available at: <https://uzjournals.edu.uz/namdu/vol1/iss3/52>

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Cover Page Footnote

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Erratum

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THE TECHNOLOGY OF DEVELOPING TECHNOLOGY THE LEXICAL COMPETENCE OF THE UNDERGRADUATE STUDENTS

EFL teacher of NamSU, faculty of English philology Mashkhura Shoxidova

***Abstract:** This article is discussed about the technology of developing the lexical competence of the undergraduate students and their role in teaching using different methods. Furthermore, there is talked deeply about the role of motivation.*

***Key words:** vocabulary acquisition, techniques, dictionaries, bilingual*

БЎЛАЖАК ЎҚИТУВЧИЛАРНИНГ ЛЕКСИК КОМПЕТЕНЦИЯЛАРИНИ РИВОЖЛАНТИРИШ ТЕХНОЛОГИЯСИ

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***Аннотация:** Ушбу мақолада инглиз тили дарсларида бўлажак ўқитувчиларнинг лексик компетенцияларини ривожлантириш технологияси ва тилларни ўргатишда мотивациянинг асосий ўрни ҳақида алоҳида тўхталиб, шунингдек тил ўргатишнинг турли методлари ёритилган.*

***Калит сўзлар:** сўзларни тўплаш, техникаси, лугатлар, икки тилли*

ТЕХНОЛОГИЯ РАЗВИТИЯ ЛЕКСИЧЕСКИХ КОМПЕТЕНЦИЙ БАКАЛАВРИАТОВ

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***Аннотация:** В статье рассматриваются технологии развития лексических компетенций бакалавриатов на уроках английского языка, выбор лексических материалов, и усовершенствование навыков и умений, различных методов обучения*

***Ключевые слова:** приобретение словарного запаса, техника, словарь, двуязычный*

Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning. In this article, I summarize important research on the importance of vocabulary and explaining many techniques used by English teachers when teaching English, as well as my own personal view of these issues.

In the field of education, including English (from personal experience), education in Uzbekistan is still dominated by the view that knowledge is a set of facts that have to be memorized. Teaching learning process as focuses on the teacher as a prominent source of

knowledge. As a result, students may have problems to understand academic concepts as what they usually get is something abstract. Many students can serve a good level of memorization of teaching material but in the end of teaching learning process," they actually do not understand it at all. Nation states Knowledge "is constructed by humans. Knowledge is not a set of facts, concepts, or laws waiting to be discovered. It is not something that exists independent of knower. Humans create or construct knowledge as they attempt to bring meaning to their experience. Everything that we know, we have made. Based on this opinion, a learning process that focuses on the teacher is no longer suitable. It is because our brain is continuously finding meaning and saving meaningful cases, and learning processes have to involve students in finding meaning. Teaching and learning processes have to make it possible for the students to understand the meaning of their learning materials. Students as the learning subject are the starting point in teaching and learning, which measure the success of the teaching learning process. Teaching and learning can be successful when the students can directly feel the advantages of learning materials by experiencing and learning it.

This section reports on research results aimed at investigating the techniques used by a teacher of English in presenting the meaning and form of vocabulary. Commonly, there are several techniques concerning the teaching of' vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary. This makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique. Teachers, furthermore, are suggested to employ planned vocabulary presentation as various as possible.[1] Here are some techniques of teaching vocabulary as stated by Brewster, Ellis, and Girard.

Using Objects

Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words. In addition, Gairns & Redman state that real objects technique is appropriately employed for beginners or young learners and when presenting concrete vocabulary.

Drawing

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom.

Using Illustrations and Pictures

Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown

words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or students, they are sets of colorful pictures intended for schools. Pictures cut out of newspapers and magazines are very useful as well. Nowadays many readers, vocabulary books and course books contain a vast number of attractive pictures that present the meaning of basic words.[2]

Contrast

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word "good" contrasted with the word "bad". But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word "white" is contrasted with the word "black", there is an "in between" word "grey". Furthermore, verb "contrast" means to show a difference, like photos that reveal how much weight someone lost by contrasting the "before" and "after" shots. Many more studies have also shown that vocabulary is best acquired if it is similar to what is already learnt [3], it is not surprising that learning synonyms is a way to expand our vocabulary. Learning about synonyms is important also because this is how dictionaries are organized. Putting bilingual dictionaries aside, mono-lingual dictionaries essentially use words to explain words, and in this process, synonyms are often used.

Enumeration

An enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually. We can say "clothes" and explain this by enumerating or listing various items. Teacher may list a number of clothes e.g. address, a skirt, trousers etc ,and then the meaning of the word "clothes" will became clear. The same is true of 'vegetable' or "furniture".

Mime, Expressions and Gestures

Klippel [4] implies that "mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad"," happy"; mime and taking a hat off your head to teach hat and so on. Several studies have emphasized the role of gestures in second language acquisition. Teachers tend to gesture a lot, especially when addressing young learners and/or beginners. It is commonly acknowledged that "teaching gestures" capture attention and make the lesson more dynamic.

In addition to supporting comprehension, teaching gestures may also be relevant for learners' memorization process. Indeed, many second language teachers who use gestures as a teaching strategy declare that they help learners in the process of memorizing the second language lexicon. Many of them have noticed that learners can retrieve a word

easily when the teacher produces the gesture associated with the lexical item during the lesson.

Guessing from Context

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited Selections have been suggested widely by L1 and L2 reading specialists. Nation and Coady claim that there are two types of contexts.[5] The first type is the context within the text, which includes morphological, semantic and syntactic information in a specific text, while the second one is the general context, or non-textual context, which is the background knowledge the reader has about the subjects being read. Williams agrees with Nation and Coady in considering the specific context as “the other words and sentences that surround that word..... it follows that other words in the context of the unfamiliar word often ‘throw light on’ its meaning. These other words can be found in the sentence containing the unknown word or other sentences beyond the sentence of the unknown item. Similarly, McCarthy sees context as within the text itself i.e. the morphological, syntactic, and discourse information, which can be classified and described in terms of general features. Learning from context not only includes learning from extensive reading, but also learning from taking part in a conversation, and learning from listening to stories, films, television or the radio. In order to activate guessing in a written or spoken text, there should be four elements available: the reader, the text, unknown words, and clues in the text including some knowledge about guessing. The absence of one of these elements may affect the learner’s ability to guess. Furthermore, this technique encourages learners to take risks and guess the meanings of words they do not know as much as possible. This will help them build up their self-confidence so that they can work out the meanings of words when they are on their own. There are many clues learners can use to establish meanings for themselves, such as illustrations, similarity of spelling or sound in the mother tongue, and general knowledge.

Eliciting

This technique is more motivating and memorable by simply giving pupils a list of words to learn.

Translation

Even though translation does not create a need or motivation of the learners to think about word meaning, in some situations translation could be effective for teachers, such as when dealing with incidental vocabulary, checking students’ comprehension, and pointing out similarities or differences between first and second language, when these are likely to cause errors. There are always some words that need to be translated and this technique can save a lot of time. This piece of work aims to highlight the importance of vocabulary learning as an essential part in foreign language learning. Although it has been neglected for many decades, during the 80s it became a 'hot' topic for researchers. Lexical knowledge is central to communicative competence and to the acquisition of a second/foreign language and a lack of vocabulary knowledge is an obstacle to learning. An attempt is made to review the trends in the area of teaching vocabulary through various techniques

ESL/EFL teachers use when teaching .Before presenting the meaning or form of vocabulary items, teachers need to notice the type of the vocabulary, the students' level and characteristics, and also the value of the techniques for the learners. In other words, students' age, level of education as well as English proficiency ...etc may affect their learning, so teachers need to be aware of these differences when applying their teaching techniques. They can further provide their students with vocabulary learning strategies with opportunities to encounter words repeatedly and in more than one context.

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