

THE ROLE OF CONVENTIONAL METHODS IN TEACHING VOCABULARY TO YOUNG LEARNERS

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Annotation

Vocabulary is an important language aspect to which many learners should pay attention while learning a foreign language. Vocabulary is quite challenging to teach due to the complexity of its various aspects. Therefore, teachers ought to search and implement a variety of methods while conducting language lessons. In this process, it is crucial to consider the significance of traditional methods that have been used and whose efficacy have been proven. The aim of this paper is to compare a wide range of traditional approaches to improve learner's knowledge on vocabulary and shed light on the effectiveness of those methods.

Key words: *method, traditional methods, suggestopedia, memory, vocabulary, aspect.*

YOSH O'QUVCHILARGA LUG'AT BOYLIGINI O'QITISHDA AN'ANAVIY USLUBLARNING ROLI

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Annotatsiya

Til leksikasi til o'rganish jarayonida ko'plab til o'rganuvchilari xorijiy til o'rganish jarayonida e'tibor berishi lozim bo'lgan muhim til aspekti hisoblanadi. Bir necha

murakkab jihatlari tufayli, so'zlarni o'rgatish ancha mushkuldir. Shuning uchun, o'qituvchilar til darslarini o'tayotgan paytda keng qamrovli usullarni qidirishi va amalga oshirishi kerak. Bu jarayonda, samaradorligi isbotlangan an'anaviy uslublarni ahamiyati diqqatga sazovor. Ushbu maqolaning maqsadi, o'rganuvchining so'zlarini oshirishiga qaratilgan bir nechta an'anaviy usullarni taqqoslash va ushbu usullarning samaradorligini ko'rsatishdir.

Kalit so'zlar: *uslub, an'anaviy uslub, suggestopediya, xotira, so'z boyligi, aspect.*

РОЛЬ ТРАДИЦИОННЫХ МЕТОДОВ В ОБУЧЕНИИ СЛОВАРНОМУ ЗАПАСУ МЛАДШИХ УЧАЩИХСЯ

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Аннотация

Словарный запас - важный аспект языка, на который многие учащиеся должны обращать внимание при изучении иностранного языка. Обучение словарному запасу является довольно сложным из-за многообразия его аспектов. Поэтому учителя должны искать и применять различные методы при проведении языковых уроков. В этом процессе важно учитывать значимость традиционных методов, которые были использованы и эффективность которых была доказана. Целью данной статьи является сравнение широкого спектра традиционных подходов к улучшению знаний учащихся по словарному запасу и прояснение эффективности этих методов.

Ключевые слова: *метод, традиционные методы, suggestopediya, память, словарный запас, аспект.*

Introduction

Vocabulary is an integral part of the language learning process and it is implausible to learn a foreign language without learning its lexicology. Teaching vocabulary is a complex process. The primary goal for students in learning vocabulary is to be able to remember words easily and recognize them when spoken or written. This requires teachers to find effective teaching methods to help students understand and acquire new words. However, challenges arise when students struggle to follow the lesson, lose focus, or become disinterested. This poses a significant challenge for teachers, who must create a positive classroom environment to ensure that students remain engaged and attentive during the lessons.

Students need to become proficient in a wide range of words when learning a language, such as English. Schmidt [17;22] states that the meaning of a word is the connection between the word and what it represents, such as a person, object, action, or situation. The dictionary definition is the fundamental meaning, but a word can have additional meanings in various contexts.

Methods

There are numerous traditional ways of teaching vocabulary to young learners. Teaching through games is just one of the various methods to enhance the effectiveness and enjoyment of the learning process. Some educators may view language games as unproductive and choose not to incorporate them into their teaching because games are often perceived as solely for entertainment. However, , Coady[6;26] points out that using illustrations in the classroom would make the students pleased with the lesson that they would learn more easily and faster.

Carter[4;14] also suggests that the crossword puzzle activity may be a meaningful learning experience for building, understanding, and bettering the keeping of terms related to a particular knowledge field. Using images in the classroom not only depicts reality, but can also serve as an enjoyable aspect of learning.

On the other hand, a crossword puzzle is a word game typically presented as a grid of shaded squares. The objective is to complete the grid with letters to form words or phrases by solving provided clues. Reider[15;26] found that using crossword puzzles and quartet cards provides students with numerous opportunities to speak, learn spelling, and repeatedly read words. This helps students better recognize and memorize English vocabulary. Incorporating games into teaching is a valuable method to enhance the learning process.

Additionally, games are attention-grabbing and sustaining, offer intrinsic motivation, and can be addictive. Another effective instructional technique is known as Suggestopedia, which was developed by Georgi Lozanov, a Bulgarian psychiatrist and educator. Suggestopedia is based on the principles of Suggestology, which examines the subconscious factors that influence human behavior.

Furthermore, Lozanov[9;14] made bold claims about the effectiveness of Suggestopedia, stating that it could be useful in various aspects of public life and could significantly increase memorization compared to traditional learning methods. However, precise details of the conditions in which Suggestopedia experiments were conducted and the exact processes involved in successful classroom implementation are difficult to come by.

Another effective way of teaching vocabulary is using role play in classes. According to the Oxford Dictionary, role play involves the enactment of a specific person or character, often used as a technique in training or psychotherapy. Altun[1;9] describes role-play as a strategy where students are assigned specific roles and are expected to act them out through speech, action, and interaction.

Role-play activities are utilized to enhance communication skills and foster vocabulary mastery among students, particularly in language learning. A common challenge for students learning English is the limitations in vocabulary, as well as struggles with wrong usage, inappropriate terms, and pronunciation.

Teaching and learning vocabularies in and out of context are distinct methods for instructing words in second or foreign language acquisition. There is ongoing debate among language professionals about whether contextualized vocabulary learning is more effective than learning words in lists. Many believe that contextualized learning is superior, as it helps students better remember and retain new words, in contrast to decontextualized learning, which may aid in memorization for tests but often leads to rapid forgetting of the words.

However, Carter[4;17] suggests that learning a word within a meaningful context leads to better assimilation and retention. Within the field of second language teaching and learning, numerous studies have explored the impact of context on word acquisition, assessing the effectiveness of learning in context and strategies for guessing the meanings of unfamiliar words.

Results

There have been various researches aimed to prove the efficacy of a wide range of approaches to teach vocabulary to young learners. Hunt[10;260] conducted a study that compared the performance of weak and advanced learners in two learning conditions: translation (learning words in pairs) and context-based learning. In the translation condition, participants studied 44 English words alongside their French equivalents. In the context condition, participants encountered English sentences with one unfamiliar word in each.

This condition did not provide any translations or definitions. The learners were tested by translating isolated words from the L2 to L1 and completing sentences with the correct word. The results showed that translation learning yielded better results in terms of the number of correct answers for both weak and advanced learners. Weak learners performed better than advanced learners in translating, while advanced learners who learned through context performed slightly better on sentence completion tests than on translation tests.

Several research studies have explored how second language learners make educated guesses about word meanings using context. Bensoussan and Laufer (1984), for instance, looked into the relationship between second language learners' proficiency levels and their ability to guess the meanings of words from context. They conducted a study with sixty first-year students, providing them with a list of 70 words to translate into their first language. A week later, they were given the same list along with a text containing all 70 words, followed by comprehension questions. Bensoussan and Laufer concluded that the level of proficiency did not impact the ability to guess the meanings of unfamiliar words.

The acquisition of vocabulary is crucial due to its impact on overall learning and development. Several studies have demonstrated that the size of vocabulary in bilingual individuals is a strong indicator for future success, as it provides access to and engagement in communication in two language communities.

Shokouh[18;8] conducted a study to examine the effectiveness of incorporating physical activities and gestures in improving vocabulary learning in preschool children. The results of their 4-week intervention program demonstrated that embodying words through relevant gestures and physical activities showed significant potential for enhancing children's learning.

In a separate study, Altun[1;10] performed a case study on the implementation of role-play activities to assess their impact on language development. The findings suggested that role-play activities can create a stress-free learning environment where students enjoy using the language. Additionally, the study indicated that role-play activities can boost students' self-confidence, motivation, and speaking skills in a foreign language learning context. The choice of role-play activities was based on these positive outcomes.

Discussion

The Keyword Method is not widely embraced by teachers and students due to the difficulty involved in memorizing words using this approach. Critics also doubt the

effectiveness of a method that has been consistently proven to improve retention of concrete words that can be visually perceived, such as "table," but has shown less effectiveness with abstract words like "peace". Conversely, non-mnemonic elaboration techniques such as semantic mapping and ordering prompt learners to process target words based on their semantic properties. Sökmen[20;350] suggests Semantic mapping entails brainstorming word associations and graphically displaying the results, while ordering asks learners to organize scrambled word lists to discern differences in meaning during the arrangement process.

Swain[19;160] examined the influence of four post-teaching activities - games, narrative writing, role-play, and speaking tasks - on the vocabulary expansion of 111 elementary EFL learners in Iran, across genders. The findings indicate notable effects on vocabulary learning from various activity types, with role-play yielding the most significant vocabulary gains compared to other strategies.

In a more recent study by Hatime Çiftçi and Sema Üster[5;1570], they investigated the effectiveness of teaching vocabulary in context and by definition. The study involved instructing words using two different methods: teaching vocabulary in discourse and context, and teaching words solely through word definitions. After analyzing the results, the researchers found that there was no statistically significant difference in the post-test scores of the two groups.

The Sentence Writing Method, also called the Sentence Generate Method, is suggested by experts in reading as an effective approach to enhance vocabulary acquisition. It requires learners to form a sentence including the word they want to remember. Rather than simply restating the definition of the word in the sentence, learners are expected to create a sentence from which the word's meaning can be inferred.

In his article about learners' incidental vocabulary acquisition, Hossein Shokouhi[18;7] highlights the wide range of opinions among researchers on this topic. He explains that disagreements arise from the intricate nature of incidental

learning and its application in second language learning, specifically in terms of vocabulary acquisition. Shokouhi[18;10] points out that the interchangeability of incidental and intentional learning, and the confusion with implicit and explicit learning, has led to misunderstanding.

Role play promotes social interaction and challenges learners' existing beliefs, ultimately helping them apply their learning in real-life situations and communicate effectively and appropriately. Researchers also suggest that effective learning occurs when teachers challenge students with problems and facilitate the process of finding solutions. Role play can serve as a tool to achieve diverse goals, including knowledge acquisition, applying knowledge to enhance understanding and skills, and shaping attitudes.

Reider[15;28] points to Schmidt's[17;24] and Ellis's[8;19] definitions of 'consciousness' and suggests that confusion regarding the distinction between implicit and incidental learning arises from the inconsistent use and unclear status of this term in the literature. Reider[15;27] argues that the types of incidental learning depend on the interpretation of the term 'consciousness'.

Conclusion

In conclusion, even though definitions of vocabulary seem straightforward, vocabulary is more complicated than these definitions define. Also, teaching vocabulary is another complex and controversial phenomenon that requires to focus on various aspects of the process of learning and students. There can be seen a great many methods to teach vocabulary and many of them have been discussed in this article. Each of them has particular positive aspects to consider and make them appropriate to implement in language teaching classes. It is recommended to try using a variety of them in classes to keep students interested and motivated to learn new words and boost their vocabulary.

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