

# Teaching Vocabulary and Grammar for Adults

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**Abstract:** This article thoroughly discusses the most appropriate and efficient methods of teaching vocabulary and grammar for adult learners. In this article sources and instructions for teachers to make their lessons targeted at adult trainees informative and fruitful are explained.

**Key words:** vocabulary, grammar, competence, syntagmatic, paradigmatic, semantic, theory, material, exercise, textbook, method.

Vocabulary, as an aspect of language, is related to all other aspects of language - phonetics, grammar, spelling. When teaching any linguistic phenomenon, we are dealing with vocabulary. Based on this, vocabulary training faces educational and practical tasks that must be solved both individually and in a complex in the process of teaching language as a means of communication. On the other hand, when learning a foreign language, the study of grammar is as important and mandatory as the study of the lexical side of the language. Learners can have a large vocabulary, but without grammar it is impossible to formulate thoughts correctly and clearly. Thorough information about the importance of both skills mentioned is discussed in detail below in this article.

As far as teaching vocabulary is concerned, for the formation of a lexical skill, the establishment of strong paradigmatic connections of words is absolutely necessary, because, as psycho physiological studies have proved, it is these connections that ensure the strength of memorization, and hence the instant recall of a word from long-term memory. Without this, the skill of connecting words with each other at the level of syntagmatic connections may be useless, since there will be nothing to link.

To expand the semantic field of adult learners, it is necessary:

- the word/words must be involved in a certain context. This forms the primary field, a certain verbal environment, and hence associations. The more extensive the associative connections of a word, the higher the percentage of memorization and the more diverse the context of the use of the word is.
- create different word connections in different contexts;
- connect adjacent semantic fields;
- introduce the problematic nature of the speech installation;

The speech attitude can narrow the utterance to a monosyllabic answer, and it is also able to combine adjacent semantic fields into a generalized semantic field and provide creative selection of all previously studied vocabulary in relation to a new speech task.

- to ensure the constant updating of the learned vocabulary.

The vocabulary of the English language is large and in the conditions of an educational institution there is a need to define a dictionary-the minimum required for practical mastery of the language with its further use in various communication situations within a certain topic. Therefore, special attention should be paid to the selection of vocabulary that is subject to mandatory mastery and is an active vocabulary of students. The main principles of vocabulary selection are frequency and prevalence. Frequency refers to the total number of uses of a word in a single source or a set of sources. There is also a common initial indicator of the value of the word. This is its use, which means the property of the word to occur in a certain number of sources with a certain frequency. Thus, the use of a word includes both frequency and prevalence, and therefore is the main criterion in the selection of vocabulary.

When it comes to grammar category of foreign languages, it is considered that the grammar of any language is a set of rules that need to be memorized. There is a wide variety of exercises that will help students understand the rules of the language being studied, facilitate the learning process

and make it more interesting and exciting. Depending on the extent to which a person knows grammar, his general level of proficiency in a foreign language is assessed. For the effective assimilation of grammatical rules, they must be demonstrated with the help of visual aids and supported by simple examples from colloquial speech. Various games, contests, competitions, and dialog speech also bring results. A good source for this can be the books by Peter Watcyn-Jones "Grammar Games and Activities" and "More Grammar Games and Activities". The textbook is suitable for people with different levels of language proficiency: from a person who has just started learning a language to a student with an advanced level of use. There are 120 games in the textbook, which are aimed at studying and fixing the grammatical structures of the English language.

For the successful formation of grammatical skills in adult trainees, the teacher needs to build methodological material according to the main stages of its formation:

1. Introduction – introduction of a new grammatical structure, study of its form, communicative significance (functions and cases of use);
  2. The message of the main part of the new grammar material. Since intensive training courses involve a limited amount of time, the presentation of new material should contain only the key points. It can be presented in the form of a presentation, necessarily with clear, visual, interesting examples (examples may contain funny or unexpected information to form a stable association);
  3. Work with exercises to consolidate new grammatical material. In order to master grammar, you need not only to know the theory, but also to successfully apply it in practice. To do this, it is necessary to regularly perform a large number of exercises (communicative, in the form of dialogues, conversations, discussions; non-communicative - written exercises to memorize the form of a new grammatical phenomenon);
  4. Control. As a rule, the monitoring stage is of great importance for the teacher and is carried out in order to track the progress of the group. Focusing on it, the teacher can adjust the curriculum whether he needs to devote more time to studying any grammatical phenomenon or the group has already mastered it well enough and you can go further;
  5. Repetition. After studying a new grammatical phenomenon, it is necessary to periodically include exercises with this grammatical material in the educational process. This structure of the lesson guarantees the successful development of a new grammatical topic.
- To conclude, both vocabulary and grammar are important competences for adult learners thus, in turn, teachers also should own special, pertinent and diverse methods of teaching to make their lessons effective, interesting and attractive for adult learners. The very fruitful methods of teaching grammar and vocabulary for adults are discussed above in the article.

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