

# Problems About Methods of Teaching Vocabulary at the Non-Philological Universities

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**Abstract:** This article deals with the problem of finding new techniques and ways to increase motivation for learning new vocabulary in the English teaching. According to the author, one of these forms are methods, the introduction of which contribute to the effective learning of the vocabulary. As the points out working with vocabulary is an important part of any English lesson, and vocabulary itself requires a separate approach in teaching. The author highlights the main problems in this sphere.

**Key words:** Communication, development, dictionary, English, framework, game, introduce, method, number, program, result, stage, system, teaching, vocabulary, word, word combination

## Introduction

As we know, a word is a minimal unit of language that conveys meaning and with which communication begins. It was difficult I would like to overestimate the importance of lexical skills (skills of correct word usage and word formation) when mastering foreign language speech. At the same time, the formation of lexical skills is specific not only in comparison with the development of phonetic and grammatical skills, since memory is more involved. Formation of lexical skills has its own natural features at different stages of training and does not go the same way at the initial, intermediate and advanced stages, differing in methodological tasks, approaches to the word as a unit of study, as well as in educational material, techniques and volume of work. Working with vocabulary is an important part of any English lesson, and vocabulary itself requires a separate approach to learning. As a teacher, it is convenient for me to have a ready-made model of working with new words, which I simply adapt to different levels and ages of students. One of the main goals that I set for myself when preparing English lessons is to activate the speech and mental activity of students. "This means to interest students in any work in the classroom so that they want to do something- speak English, express their opinion, understand the meaning of new words, work with a dictionary". [2]. To instill in students' the skills of fluency in foreign language speech is not an easy, but a very important task. In order for a student to speak, he needs to cross the language and psychological barrier. One of the most difficult, boring and lengthy types of work on learning a foreign language, as I have seen from experience, is for students to memorize new words and expressions.

## Methods

Having been worked on this article I have used the theoretical analysis of literary sources on the research topic; analysis of legal and organizational and administrative documents regulating the professional activities of teaching staff; diagnostic methods (observation, conversation, questioning, testing). I also have divided its practical part into four stages.

The first stage: different bright flowers are displayed on the screen, below them in English the definition of their color is given. Students repeat the words in chorus after the teacher, then read them individually in a chain. "The second stage: a word denoting the color of the object in Uzbek appears on the screen, students give its equivalent in English. The correct version of the word is highlighted on the screen." [3] The third stage: the flowers under the numbers are scattered in a different order, on top - the words denoting the color, without numbers. Students must name the color of the subject indicated by the teacher, the arrow confirms or refutes the correctness of the answer. The fourth stage (creative, design work): on the screen is a chamomile with white

numbered petals and a list of words denoting the color of objects. Students are given a sheet of A4 paper with the same rum.

## Results

During writing process of this article, I have come to the following results:1 In my opinion learning new words begins with a dictionary. Electronic dictionaries are now widely distributed. Their positive side is not only the superiority of books in terms of volume, but also the ability to quickly search for a word or phrase (literally in a few seconds), a greater number of neologisms, on the grounds that language is a reflection of people's real life, their culture.2. Lexical games are situational exercises in which it is possible to repeatedly repeat the speech model in conditions close to live communication with the corresponding signs – emotionality, spontaneity and purposefulness of influence. Lexical games focus students' attention on lexical material in order to help them illustrate and practice the use of words in speech communication situations and expand vocabulary. 3. Crossword and word search is a puzzle presented in the form of a grid of words intersecting each other horizontally and vertically. Students receive words that need to be entered into a grid by answering questions or guessing definitions in a crossword puzzle.4. The method of computer technology and the Internet is a modern teaching method that makes learning vocabulary more colorful and exciting.” Using a computer allows me to form a graphic image of a word simultaneously with its sound and motor image. Before choosing the words that students will learn in the lesson,”[1]. I recommend paying attention to the following: the level of students, suppose whether students could have previously encountered these words, vocabulary difficulty level. Traditionally, when learning a new vocabulary, teachers use the method of translating a word into their native language. Yes, this is the fastest way, but not very effective. “When studying specific concepts, I prefer to show a picture that depicts a word or a real object, I can also use sign language and body movements, explain or present vocabulary in the context of a situation” [4]. These methods are especially good if I work with low-level students and for multicultural groups. To study abstract concepts, I use synonyms or antonyms to explain the meaning of a word, give a few sentences, or come up with a situation that illustrates the meaning. I can also use facial expressions and drawing on the blackboard for a more colorful presentation of abstract concepts. By answering these questions, I will be able to understand how many new words we can use for your lesson. “Modern information and communication technologies make it possible to make the lesson not only interesting, but also productive in terms of activating the mental and speech activity of students” [5]. I use different types of presentation of educational information - visual memory which helps to remember words better, animation, interactive objects. In order for students to acquire oral speech skills, as well as to achieve the second level of assimilation of knowledge, it is necessary to organize the activities to reproduce the words and expressions communicated to them, which is one of the main features of the reproductive method.

## Discussion

Along the teaching new vocabulary, I'd like to point out that at the initial stage of learning a foreign language, the main attention is justifiably focused on phonetics and the basics of grammar. As for vocabulary training it not effective without a set phonetic base. Without grammar, active vocabulary replenishment is theoretically possible, but it does not provide access to speech, that is, practical language proficiency, since a full-fledged unit of communication is an utterance, and not a single word. On the other hand, both phonetic and grammatical educational material cannot but be based on lexical units. “Learning the vocabulary of a foreign language is a process of vocabulary expansion, which includes three stages: familiarization with new material, training in the use of lexical units, the use of lexical units. To learn new words and phrases, it is necessary to participate in all types of memory: visual, auditory and motor. Thus, it is necessary not only to get acquainted with the new lexical unit, but also to illustrate its meaning in various examples and situations, so that later if necessary this word (phrase) could easily be used in speech”[6]. The question of learning the vocabulary of the English language is extremely relevant, since one good way has not yet been found, suitable and guaranteeing an absolute result, of memorizing new words. As a rule,

there are enough ways to memorize new words. And you can choose the right one for a particular student based on his individual characteristics. In order to memorize information, it is important "that as many sense organs as possible – eye, ear, voice, sense of muscular movements and even, if possible, sense of smell and taste take part in the act of memorization." Accordingly, the peculiarities of students' perception of information should be taken into account – for example, a kinesthetic person remembers better when he walks, writes or prints during the study. Vocabulary is one of the most important components in the system of teaching a foreign language. Without it, it is impossible to perform speech activity: listening, speaking, reading and writing" [8]. This suggests that learning new languages should take place at every foreign language lesson and the teacher needs to pay due attention to the learning process of this section of the language. Students need to master the lexical minimum set by the school curriculum and firmly fix it in memory so that students can easily use it as an active vocabulary in any situation. The most commonly practiced methods at university in the process of teaching a foreign language should be considered: demonstration, explanation and exercises. Nowadays, such a direction as the technique of technical means in teaching foreign languages is also developing. "Interactive methods and forms can be considered universal, interesting, fascinating. They help to make the lesson dynamic, more intense, and create a positive emotional mood of students. In connection with the above, I would like to highlight the following methods and techniques for studying vocabulary. In "paper" dictionaries, all new vocabulary cannot be adequately reflected for the simple reason that they take too long to develop and quickly become obsolete. They do not specify the modern meanings of old words, and many new words are missing" [8]. Electronic dictionaries are characterized by frequent changes of versions and the presence of constant feedback from thousands of users, which is an indisputable advantage. The most common dictionaries are ABBY Lingvo, Multitran, Multiplex and Cambridge Dictionaries Online. Lexically directed exercises in the form of a game help to create a favorable psychological climate in the classroom, contribute to the development of students' attention, their cognitive interest. Some examples of lexical games that can be used in the lesson. Words or phrases that need to be fixed are placed on the board. The teacher asks the students to turn away or close their eyes and erases one of the lines. Students should guess which word or phrase is missing and how to write it correctly on the blackboard. Let' take the game "Snowball". The teacher calls the word. Each subsequent student must name all the previous words in the order in which they were introduced into the game, and say their new word. The one who forgot the word or mixed up the order is eliminated from the game. "According to the rules, the answers can only be nouns in the nominative case and singular. But you can also meet different innovations in this game, change the rules according to the needs of students" [7]. On the website <http://a4esl.org> / there are crosswords of any complexity, with hints and answers. In English lessons, it is necessary to use presentations for more vivid clarity, especially when introducing a new lexical topic. It is also advisable to use Internet resources, both for work in the classroom and for independent work of students at home. Students are very interested in small videos that can be used when getting acquainted with new words and phrases, repeating and fixing them. All this will help to make the lesson bright, interesting, and also increase the motivation of students to learn a foreign language. 5. Song material and poems as a method of learning a foreign language. Poems, songs, rhymes are a type of work with which you can switch the child's attention, relieve tension and cause a positive emotional state. Learning rhymes and poems corresponds to the age and psychological characteristics of students. They are easily memorized, have rhythmicity, sound repeatability." With the help of rhyme, lexical and grammatical structures in oral speech are easily activated. An important point of this method is the use of an authentic speech sample." [5] Songs and poems have many advantages over prosaic material: they are easily introduced, remembered, and can be sung in chorus, thereby removing the psychological pressure from insecure students. In authentic song material, whole phrases and separate lexical units are often found, which are characteristic of colloquial speech.

## Conclusion

Having considered the basics of lexical methodology and determined the specifics of teaching English vocabulary in the transport university, we investigated the peculiarities of working with vocabulary and studied modern ways of its activation used by various methodologists and practitioners. Positive results were obtained to test the effectiveness of teaching vocabulary to students with its activation and stimulation of cognitive motivation. During the senior stage of training, students improve the knowledge, skills and abilities they acquired during the previous period. Using a variety of methods and techniques of semantics and activation of lexical material contribute to its more solid assimilation. The solution of the tasks set confirmed that the activation of vocabulary should contribute to the efficiency of mastering the educational language material, increase cognitive activity and the growth of personal motivation to learn a foreign language, form the communicative competence of students, and also serve as a preliminary stage at the stage of choosing a future profession and further specialization. The organization and conduct of classes should be based on the level and individual characteristics and linguistic abilities of students and be aimed at their development. Foreign language classes should be understood by the teacher as part of the overall development of the child's personality, related to his sensory, physical, intellectual upbringing. As a result of the work carried out, the tasks were achieved, which made it possible to develop, organize and test the effectiveness of the lessons developed. There were no special difficulties in the process of organizing and conducting classes. The research work on the study and practical application of lexical knowledge using a theoretical basis and a creative approach to the application of pedagogical techniques to activate the vocabulary of a foreign language (English) served as a significant expansion of personal theoretical and empirical knowledge, their systematization and identification of promising directions in working with lexical material. "The modern education system imposes increased requirements on the student to meet the social standards of an educated, developed, culturally well-educated person and citizen" [10]. A student engaged in preparing for an adult, socially multi-layered and multicultural life, perceives and accumulates in his life baggage the actual scientific and psychological experience of familiarizing with the external and internal side of reality within the framework of the transport university. Teaching foreign languages in universities acts as a socio-cultural mechanism of acquaintance and assimilation with the processes of globalization and cosmopolitanism, as well as the criterion of intellectual selection for further career guidance and specialization. Hence the increased attention and requirements for mastering two or more foreign languages at the universities

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