

Special techniques of teaching vocabulary to young learners

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Abstract: This article discusses the importance of vocabulary, its usage, learning and teaching techniques, its role in teaching young learners. Besides that, there are some general and special teaching techniques for EFL teachers and learners which are being used nowadays widely.

Key words: young learners, vocabulary, special words

Introduction

English is an extremely significant language since it is utilized in practically every aspect of life, including college, government, business, tourism, and entertainment. Because of its importance, English has been taught as the first foreign language since the early 1990s. Students must grasp terminology as our world evolves. Vocabulary is vital in learning a foreign language, according to Hedge (2000). It is one of the most crucial parts of learning a foreign language. A large vocabulary aids understanding and learning of new languages.

Vocabulary is an important and necessary component of language acquisition. Vocabulary should be taught as one of the primary components from the starting level (young learners) (Pinter, 2006). This is significant because vocabulary mastery influences mastery of the four language skills (speaking, reading, and writing) (Pikulski, Temleton, 2004). Teaching vocabulary to toddlers differs from teaching vocabulary to teens and adults since each age group has unique requirements, skills, and cognitive abilities (Harmer, 2001). According to preliminary observations, the students appeared to be interested in learning about English, and once they learned it, they were eager to study it and thought it was enjoyable. When the teacher asked the pupils what they had learned in the previous meeting, the majority of them recalled it well. Teaching English to young learners, particularly foreign language learners, is a difficult task. Teachers should come up with engaging and inventive ways to teach English to foreign language students. Vocabulary is the first aspect of language that is taught. Scott and Ytreberg (1990) characterize young language learners as follows:

1. They can discuss what they are doing.
2. They can tell you about their experiences or what they have heard.
3. They may organize events.
4. They can argue for anything and explain why they believe what they believe.
5. They are rational thinkers.
6. They have a creative imagination.
7. They may employ a variety of intonation patterns in their native language.

They can comprehend direct human engagement. Young language learners employ linguistic skills without even realizing them. They are frequently content to play and work alone, but in the company of others. They also like playing and learn best when they are having fun. Because their curiosity is great at this age, they are also eager and optimistic about learning. Those methods should be used to teach language while keeping their peculiarities and language development in mind. Scott and Ytreberg outline numerous points to consider for teachers when teaching language to young learners: (1) words are not enough, (2) play with language, and (3) language as language. (4) classroom variation, (4) routines, (5) collaboration rather than competitiveness, (6) grammar, and (7) assessment. Learning activities in kindergarten classrooms are grouped according to the objective of learning. Listening exercises include:

1. Listen and act;
2. Listen for facts;
3. Listen and repeat;
4. Listen to stories;
5. Listening on one's own;

In speaking, the activities are:

1. Presenting new language orally
2. Controlled practice
3. Guided practice
4. Dialogue and role play
5. Free activities

In reading, the activities are:

1. Reading a story from a book
2. Reading a class story
3. Reading text based on the child's language
4. Reading aloud
5. Silent reading

In writing, the activities are:

1. Controlled writing activities
2. Guided writing activities
3. Free writing activities

Assisting youngsters in learning new words: A solid vocabulary (knowing and comprehending words) is essential for youngsters learning to speak; it has an influence in a variety of ways. Staff at my child's nursery have mentioned the importance of vocabulary. What exactly is the big deal? They are completely correct; a good vocabulary (the quantity of words you know and can speak) is critical for all youngsters. It is an essential building element for teaching youngsters to speak in sentences (and beyond), but it is also extremely beneficial for learning to read. Indeed, research indicates that it has an impact on a child's school performance - a child's vocabulary at the age of five can predict how well they will perform in school at the age of eleven. As a result, it is critical to assist youngsters in developing a strong vocabulary. Is there anything else it can assist you with? Knowing and utilizing a variety of vocabulary is also essential for youngsters learning to read and write. They require words to grasp what they read and to make educated guesses when they don't understand. They solve problems with the terms they know...their vocabulary. It enables individuals to write in a more fascinating manner and to express themselves to others. I'm not sure how many words my youngster should know. Are there any guidelines? Yes, there are typical developmental milestones for how and when youngsters acquire new words. Usually:

- Around the age of one, children pronounce their first words (though they comprehend them for some time before this).
- By 18 months, youngsters should be using roughly 20 words, but understanding more.
- By the age of two, we anticipate youngsters to be able to utter 50 words and understand between 200 and 500.
- By the age of three, kids will be able to utilize roughly 300 words.
- By the age of five, a kid will have learned and used up to 2,500 words. As you can see, their vocabulary grows quickly, and we anticipate them to comprehend many more words than they utter (though this does alter as they grow older). Is there anything I can do to aid my child's acquisition of new words? Learning new terms is difficult. There are several things that youngsters must be able to perform in order to grasp and correctly utter a new word. They must recall the sounds they hear and the sequence in which they appear, determine a meaning for the word, and then figure out where it may go in a sentence. There are several things you may do to aid your

child's vocabulary development. Here are a few examples:

- Maintaining a child's attention is essential for word learning. Saying an object's name while assisting your kid in looking at it helps them learn and recall names for new items.
- We know that having words and objects together is really beneficial for early language development, which occurs between the ages of six and 18 months. As a result, your youngster will be able to see the thing as well as hear its name. This allows them to make the link and allows you to explain what the new terms signify.
- Give your youngster options to encourage them to use new terms. So, instead of asking, "Would you like a snack?" offer, "Do you want raisins or cucumber?"
- It is critical to practice. Children need to hear a new word several times before they really understand it, so keep repeating the word you want them to learn!
- Discuss how words are connected and how they connect to terms they already know. They may have similar meanings (tall, high, long) or be terms from the same category (cat, dog, hamster). Talking about these topics helps youngsters learn new words.
- There are several sorts of words, and youngsters must learn them all. As a result, kids must have a strong vocabulary of doing words (such as walking, swimming, and driving), descriptive words (such as huge, heavy, and red), and words that may be used to identify objects.

Is there anything exciting I can do to assist my toddler learn new words? I'm at a loss for words! There is no need to set aside time to teach your child new words; it may be done as part of ordinary activities. Things like shopping (finding things in different categories like fruit or things in tins can be fun), doing the housework or washing (sorting clothes into groups, for example dad's clothes or things for your legs, or talking about how things feel as you wash them) or getting ready in the morning (naming clothes, and talking about the different actions like brushing, pulling, finding) are simple to do and really can help. Other ideas are:

- Get a 'treasure' box (any old box would serve!) and fill it with commonplace stuff. Younger children will love taking the items out and explaining what they are. If your youngster is older, check if they can figure out what you've got from your hints... "it's round and hard" "a ball!"
- Play stores. Your youngster may enter your store and pretend to make a purchase. You can provide them options if they don't know what something is called. "do you want the comb or the glasses?"
- Use hide and seek or treasure hunts to help children learn position terms. "I'll give you a clue, it's under the cushion".
- If it's a new term, remember to show them as well. Help older children learn more difficult words by utilizing a diagram (or 'word map'). Place an image in the center of a page and then think of all the numerous ways you may explain a word. How does it appear? How does it make you feel? Is it similar to any other words? Where would you look for it? This allows youngsters to have a thorough comprehension of a term. We can provide some approaches for language instruction here:

Duration	Topic	Technique
30 minutes	Family	Sing a song
30 minutes	Part of body	Listen and repeat
30 minutes	Numbers	Sing a song
30 minutes	Animals	Listen and repeat
30 minutes	Colors	Sing a song
30 minutes	Fruits	Listen and repeat
30 minutes	Food	Listen and identify (Reinforcement)
30 minutes	Sport	Listen and identify (Reinforcement)
30 minutes	Wild animals	Listen and identify (reinforcement)

Table 1. Techniques in teaching vocabulary

Conclusion

As the information given above teaching young learners in English a bit difficult process. However, when the teacher knows how to work with them the lesson will be full of fun. This article can help how to create fun atmosphere in the classroom. All the teachers can follow above mentioned rules in order to achieve their teaching goals.

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