

## Some problems in teaching vocabulary to young learners

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**Abstract:** Learning a second or foreign language has some difficulties the first time after the day young learners try memorize each of the new words as well as new learners can improve their mention skill with memorize a lot of words. The article is about some problems in teaching vocabulary to young learners.

**Key words:** Dictionary, Knowledge, Analyzing of Language, Antonym, Learning Strategy, Phonemic Symbols, Synonym.

A strong vocabulary, both written and spoken, requires more than a dictionary. In fact, it requires an educational commitment to overcoming four obstacles: the size of the task (the number of words students need to learn is exceedingly large), the differences between spoken and written English, the limitations of information sources including dictionaries, and the complexity of word knowledge (simple memorization is not enough). Learn more about these challenges to acquiring the 2,500 words a student needs to add each year to their reading vocabulary. We teach vocabulary in almost every lesson. Words that prevent understanding, new lexis, emergent vocabulary — all of these are relatively easy to put across. However, sometimes, while looking through tasks before the lesson, we can't but anticipate problems. Well, we may see main possible problems which we face to learn by hard a new word in every day.

\*Problems: you analyzed the language before the lesson and picked some vocabulary which learners might find difficult. But...they didn't. Instead, they started asking about absolutely different words.

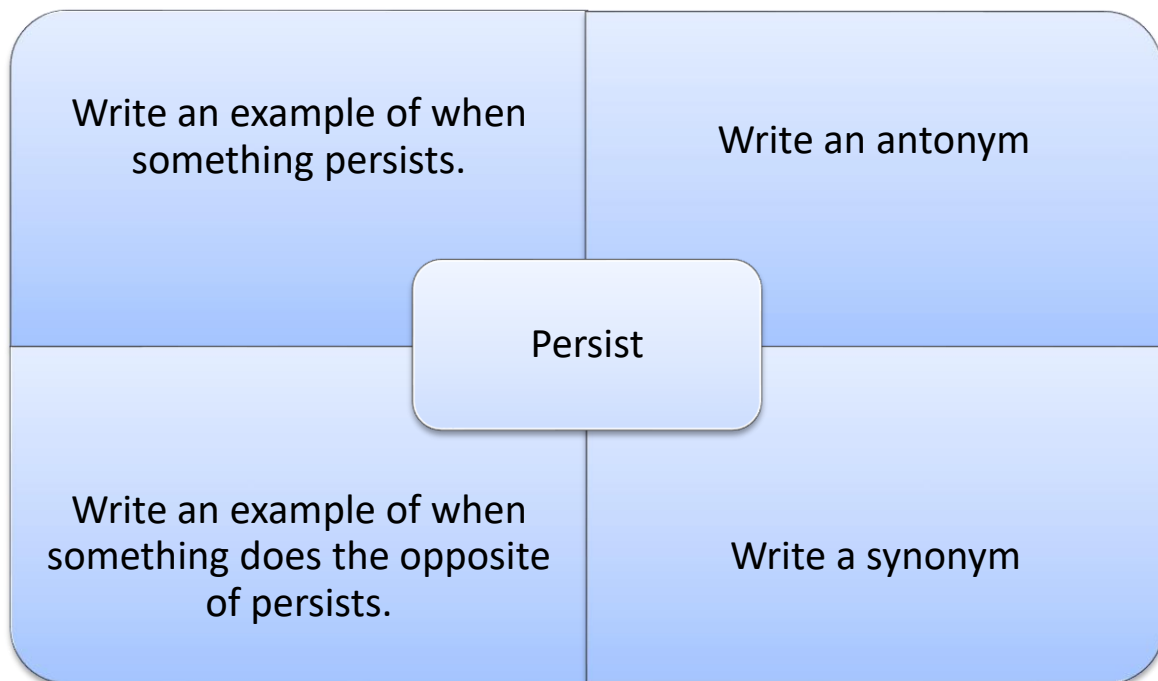
Solution: if you are not sure about what words can make your students struggle, scan the task for potentially challenging lexis with the help of a dictionary (like an Oxford and Cambridge dictionaries) or a special tool.

\*Problems: Good old drills can help you out. They can be done in groups and pairs, in a funny or a bored voice, quietly or loudly, you name it. If a student mispronounces some word, the next student has to start from the beginning. The aim is saying all the words right, for sure. Sometimes it's a useful idea to draw students' attention to specific sounds with the help of phonemic symbols.

\*Problem: Students refuse to use the target vocabulary in their speech. Meaning, form and pronunciation are checked, practice exercises are done, the word has been met in listening, reading and grammar tasks. Despite this fact, students keep saying basic 'happy' instead of fancy 'elated'.

Solution: If you want students to use the vocabulary in the final discussion or role-play, you can provide each student with a card containing 2-3 lexical items and ask to cross out the word when it is used.

Students need a wide range of independent word-learning strategies. Vocabulary instruction should aim to engage students in actively thinking about word meanings, the relationships among words, and how we can use words in different situations. This type of rich, deep instruction is most likely to influence comprehension. For many students, it is easier to remember a word's meaning by making a quick sketch that connects the word to something personally meaningful to the student. The student applies each target word to a new, familiar context. The student does not have to spend a lot of time making a great drawing. The important thing is that the sketch makes sense and helps the student connect with the meaning of the word. The ability to analyze word parts also helps when students are faced with unknown vocabulary. If students know the meanings of root words and affixes, they are more likely to understand a word containing these word parts. Explicit instruction in word parts includes teaching meanings of word parts and disassembling and reassembling words to derive meaning:



In conclusion, many young learners may see main possible problems which we face to learn by hard a new words in everyday if they do not analyze what is word and what is meaning of this word's defination. Young learners absolutely face to many challenges because simpe memorization is not enough as I said above. This problems have some solutions in my article.

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