

## Teaching vocabulary through communicative activities

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**Annotation:** Teaching the vocabulary of foreign languages is one of the most urgent topics in the modern teaching methods of the English language, because it is impossible to imagine communication in a foreign language without studying vocabulary. Learning the lexical structure of the language in distance or mixed learning and in regular lessons with the help of new information technology is an urgent matter of today's methodology. Today, online tools are emerging as an excellent and perhaps indispensable way to learn vocabulary.

**Key words:** teaching, vocabulary, communicative, speaking, tasks, games.

**Introduction.** Communication is a fundamental language ability that foreign learners of English must acquire since it is important and used in communication. Given that English is the language that is most widely accepted worldwide, speaking it is crucial. Those who can do so will find that it is simpler to obtain employment and that their knowledge and abilities will increase. Furthermore, when they travel, they won't have any trouble interacting and communicating with individuals from all over the world.[1].

**Main part.** In a number of Asian nations where English is taught as a foreign language, including South Korea, Japan, Thailand, and some other Middle Eastern nations, students' behavior in the classroom does not appear to be working as intended. According to The East Asian Learner Journal, students in Asia frequently fear making mistakes and drawing shame from their peers. In addition, people could only reply in few sentences because they are too hesitant or insecure to express their opinions fully. Furthermore, young English language learners may laugh out of embarrassment or a lack of understanding of the material.[2]

A collection of enjoyable exercises called "communicative games" can encourage student participation in the classroom. Through these activities, students are forced to actively participate in class by speaking and writing to provide facts or express their own opinions. Furthermore, as it emphasizes on social skills, pupils' confidence will develop on its own. According to Hadfield[3], a game is "an activity with rules, a goal, and an element of fun." Furthermore, according to Wright et al., a game is "an activity in which the learners play and usually interact with others." They also stated that in order for learners to convey their own opinions or provide information, they must talk or write, just as they must comprehend what others are saying and writing in order to derive meaning from it.[4]

An alternate strategy for helping students overcome their challenges in learning to speak English is the use of communicative games. In actuality, they might become more proficient speakers. But it is impossible to discuss communicative games without using those two words: "communicative" and "game." The term "communicative" describes an approach to teaching and learning that avoids focusing on syntax and vocabulary in favor of emphasizing the importance of language function[5]. Put another way, these exercises will put students in the actual world of communication, where the accomplishment of their communicative goal matters more than the precision of their language usage. Thus, it can have a good effect on students' motivation and the learning environment in the classroom. As a result, it can have a positive effect on students' motivation and the classroom environment. According to Michael J. Wallace, language games are used to emphasize the value of motivation and the proper type of productive environment in the classroom.

Moreover, being proficient in vocabulary is necessary for effective communication. Statistics reveal that although students have studied English for a long time, they are unable to use English in their day-to-day interactions. The issues may arise from the way that students are taught and learn in the classroom, or from their own readiness to practice using the new vocabulary they have acquired. The primary issues

with the teaching and learning process are related to the tactics employed by English teachers and the process of choosing vocabulary material.

Teaching vocabulary communicatively is a way of teaching which focus on communicative competence, the students become the center of teaching learning process. The vocabulary that can be learned from such tasks, how well it can be learned, and what tactics to employ are all heavily influenced by English teachers. In this instance, one strategy to help the students acquire vocabulary effectively is through the role of the teacher. Encouraging students to succeed requires a lot of drive. Students' motivation is evident in the tasks they complete, such as their constant practice and intense enthusiasm for their studies.

The teaching process involves taking the description and arranging the components in it based on pedagogical efficacy, methodological convenience, simplicity, frequency, and difficulty.<sup>1</sup> Wilkins ignored the role of the environment in favor of focusing on the teacher as a designer in the teaching and learning process. The view of the Duffy the responsibility is the ability to serve as a link between children and teaching by understanding what to teach and managing the circumstances that prompt the child to respond appropriately. In the first scenario, the teachers are aware of the response the students wish to make, and in the second scenario, the teachers are in charge of the conversation.

However, Dwyer wants to express that the students need to be independent in learning based on the teachers' instruction. It can be concluded that not only the English teachers teach the students vocabulary material but also transferring the skills to the students in order that they are able to be independent learning. It means that the students are able to use the words they have known in their daily communication without any help from others.

Furthermore, Gaims and Redman, Zainil state that the need to be taken into account when teaching Vocabulary. Such as:

- a. Boundaries between conceptual meaning: knowing not only what lexis refers to, but also where the boundaries are that separate it from words of related meaning. Example: cup, mug, bowl
- b. Polysemy: distinguishing between the various mean-ing of single word form with several but closely related meaning. Example: head: of a person, of a pin, of an organization).
- c. Homonymy: distinguishing between the various meaning of a single word from which has several meanings which are not closely related. Example: a file: used to put papers in or a tool
- d. Homophyny: understanding words that have the same pronunciation but different spellings and meanings. Example: flour, flower
- e. Affective meaning: distinguishing between the attitudinal and emotional factors (connotation and denotation), which depend on the speakers attitude or the situation. Sociocultural associations of lexical items is another important factor
- f. Synonymy: distinguishing between the different shades of meaning that synonymous words have. Example: extend, increase, expand.
- g. Style, register, dialect: being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation
- h. Translation: awareness of certain differences and similarities between the native and the foreign language. For example: false cognates
- i. Chunks of language: multi-word verbs, idioms, strong and weak collocations, lexical phrases
- j. Grammar of vocabulary: learning the rules that enable students to build up different forms of the word or even different words from that word. Example: sleep, slept, sleeping; unable; disability
- k. Pronunciation: ability to recognize and reproduce items in speech.

In addition to, Nation in Zhihong gives a good model how to guess unknown words:

- a. Look at the unknown word and decide its part of speech: is it a noun, a verb, an adjective, or an adverb?

b. Look at the clause or sentence containing the unknown word. If the unknown word is a noun, what does this noun do, or what is done to it? and what adjectives describe it, what verb is it near?. if it is a verb, what nouns does it go with? Is it modified by an adverb? if it is an adjective, what noun does it go with? if it is an adverb, what verb is it modifying?

c. Look at the relationship between the clause or sentence containing the unknown word and other sentences or paragraphs. Sometimes this relationship will be signaled by conjunctions like but, because, if, when, or by adverbs like however, as a result. The possible types of relationship include cause and effect, contrast, time, exemplification, and summary

d. Use the knowledge you have gained from step 1 to 3 to guess the meaning of the word e. Check if your guess is correct:

1) See that the part of speech of your guess is the same as the part of speech the unknown word. If it is not the same, then something is wrong with your guess

2) Replace the unknown word with your guess. If the sentence makes sense, your guess is probably correct

3) Break the unknown word into its prefix, root, and suffix, if possible. If the meanings of the prefix and the root correspond to your guess, it is good. If not, look at your guess again, but do not change anything if you feel reasonably certain about your guess.

**Conclusion.** To sum up, English teachers occasionally lament that their learners have little interest in picking up vocabulary in the language. Some of the causes could be the students' lack of motivation or the unavailability of resources, such as English-language books. But when it comes to teaching vocabulary, English teachers never take the time to reflect on themselves. What have I done to help my students learn vocabulary? is a question a shrewd educator should ask themselves. or the students who are unable to study may be the only ones to blame.

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