



TASHKENT PEDIATRIC INSTITUTE OF ACADEMIC LYCEUM

English teacher: Tursunmatov Aziz Avazovich

Annotation: *Teaching English can and should provide the achievement of practical, educational and developing aims. Besides, the practical purpose the leading. The other purposes are reached in the course of mastering English in the conditions of pupils' active informative of power of apprehension and activity. Pedagogy, guiding and synthesizing these aspects, defines vision of a problem from its specific point of view.*

Key words: *expressive vocabulary, receptive vocabulary, oral vocabulary, literate vocabulary*

TEACHING VOCABULARY

In everyday conversation we speak of vocabulary in the singular; we speak of a person's vocabulary. This is actually an oversimplification. *The American Heritage Dictionary* defines vocabulary as "the sum of words used by, understood by, or at the command of a particular person or group." In this paper we are concerned with extending the sum of words that are used by and understood by students. However, it seems important to point out that in almost all cases there are some differences in the number of words that an individual understands and uses. Even the terms "uses" and "understands" need clarification. For example, the major way in which we "use" vocabulary is when we speak and write; the term *expressive vocabulary* is used to refer to both since these are the vocabularies we use to express ourselves. We "understand" vocabulary when we listen to speech and when we read; the term *receptive vocabulary* is used to refer to listening and reading vocabularies. Finally, to round out the terminology, *meaning or oral vocabulary* refers to the combination of listening and speaking vocabularies, and *literate vocabulary* refers to the combination of our reading and writing vocabularies. Are our listening, speaking, reading, and writing vocabularies all the same? Are they equally large?



Is our meaning vocabulary larger or smaller than our literate vocabularies? For the first five years or so of their lives, children are involved in the process of acquiring a meaning/oral vocabulary—words that they understand when they hear them and that they can use in their speech. During this period, children have essentially no literate vocabularies. Most children acquire reading and writing skills upon entering school. They need to acquire a basic knowledge of how printed letters relate to the sounds of spoken words and how printed words relate to spoken words. Being able to translate or transcode print into speech allows children to use what they know about meaning/oral vocabulary for their literate vocabulary. So for very young children, their meaning vocabularies are much larger than their literate vocabularies.

The acquisition of decoding skills leads to rapid expansion of literate vocabularies by allowing children to transcode their meaning vocabularies into their literate vocabularies. This is so much the case that for older students and for adults our literate vocabularies are probably larger than our meaning vocabularies. We tend to have a larger group of words that we use in reading and writing than we use in our own speech. This is because written language is more formal, more complex, and more sophisticated than spoken language.

The amount of vocabulary that children need to acquire each year is staggering in scope, estimated to be about 3,000 words a year. Therefore, a comprehensive approach consisting of the following components needs to be in place.

- Use “instructional” read-aloud events.
- Provide direct instruction in the meanings of clusters of words and individual words.
- Systematically teach students the meaning of prefixes, suffixes, and root words.
- Link spelling instruction to reading and vocabulary instruction.
- Teach the effective, efficient, realistic use of dictionaries, thesauruses, and other reference works.
- Teach, model, and encourage the application of a word-learning strategy.
- Encourage wide reading.



- Create a keen awareness of and a deep interest in language and words.

The recommendation that parents and teachers read aloud to children is among the most popular recommendations in the field of reading.

“The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.” One very obvious way in which reading aloud to children can be expected to be beneficial is to increase their language and vocabulary skills.

The study by Elley strongly suggested that vocabulary growth was much greater when teachers discussed, even if briefly, the meanings of the words in addition to just reading the books aloud. The recent study by Juel showed that while teachers in kindergarten and first grade spent considerable time reading and discussing books to children with below average vocabularies, these activities had minimal impact on the progress of the children. Only when teachers spent focused time on the vocabulary did significant growth occur. We apply the term “instructional read aloud” to readaloud events where, in addition to reading aloud to stimulate an interest in books and reading, there is also a deliberate teaching of skills that will promote independence in reading, such as an increased vocabulary.

BIBLIOGRAPHY

1. Каримов И.А. Чет тилларни ўрганиш тизимини янада такомиллаштириш чора тадбирлари тўғрисидаги ПҚ-1875-сонли қарор. –Т.: Шарқ, 2013.
2. Ўзбекистон Республикасининг “Таълим тўғрисида”ги Қонуни//Баркамол авлод-Ўзбекистон тараққиётининг пойдевори. –Т.: Шарқ, 1997.
4. Ainslie, Susan. (1994). *Mixed Ability Teaching: Meeting Learners.needs. Netword 3: Teaching Language to Adults*. London: Centre for Information on Language Teaching and Research.
5. Baker, Joanna. (2000). *The English language teacher’s handbook: how to teach large classes with few resources*. New York: Continuum; London: Cassel.



6. Berry, Eve and Williams, Molly. (1992). *Teaching Strategies for Multilevel ESL classes. Facilitator's Guide*. Oregon: Clackamas Community College.
7. Bowman, Brenda. (1992). *Teaching English as a Foreign Language to Large Multilevel Classes*. Washington, DC: Center for Applied Linguistics.
8. Brown, Douglas H. (2002). *Strategies for Success: a practical guide to learning English*. New York: Longman.
9. Dornyei, Zoltan. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.