



DEVELOPING SPEAKING ABILITIES OF LEARNERS BY ENRICHING THEIR VOCABULARY OF ENGLISH LANGUAGE

Kholmurodova Dilnoza Kholmurodovna

Teacher of Samarkand State Institute of Foreign Languages

Karimova Shakhnoza Valievna

Teacher of Samarkand State Institute of Foreign Languages

Annotation

This article is about enriching your English vocabulary. It examines the problems of memorization, learning new words in English, and also addresses problems, obstacles, arising in the process of mastering vocabulary. Suggests methods and techniques of learning, memorizing new words.

Keywords: vocabulary, obstacles, techniques, methods, size of assignments, problems, solutions, audiobooks, interlocutor, enrichment.

Introduction

A rich vocabulary in any language indicates the level of human intellectual development. People with a rich vocabulary considered as smart, creative, more successful. Indeed, people with rich vocabulary get a job faster, move up the career ladder more easily and successfully, and this can fully be carried both to the competence in this area in relation both to the native language and to the studied foreign language.

What Prevents Vocabulary Development?

In the course of our work, we identified a number of factors hindering the development vocabulary. So, good vocabulary, having a good fortified and assimilated vocabulary does not mean that the student is capable of being fluent in a foreign language, learned words. Helping students to improve their vocabulary, it is not enough just to stimulate the mechanical memorization of the translation of words. There is a so-called basic level of proficiency in English language; it corresponds to a vocabulary of 850 words. It is believed that this is enough for everyday communication.

In fact, students are more in need of training that would help them master new vocabulary and develop skills that would provide an opportunity to deepen their knowledge. In order to help the student, it is necessary to understand what are the obstacles in the assimilation of new words. To enrich his/her vocabulary, one needs to overcome 4 main obstacles in the process of mastering new words:

1. The size of the task. The number of words to learn is overwhelming. Therefore, it is not possible and very difficult for everyone to learn 100 words at a time. Therefore, you should present a little, but memorize 4-5 words every day (more is permissible).



2. The difference between spoken and written English. Written English words (especially the literary language that students find in textbooks and other books in the school curriculum) are markedly different from spoken English, not to mention spoken language. Students who study English as a foreign language, as well as those for whom English is their first language, rarely use the literary language in their daily life.

3. The limited information provided in the sources, giving information about words. Dictionaries do not always provide useful information about a word. A good dictionary should not only give a translation of a word, give several meanings of the translation, but also show by example how to use a particular word correctly. Unfortunately, not all dictionaries provide clear and accurate information, and therefore English learners find them uninformative and deceiving. If the student uses a bilingual dictionary, it will be easier for him/her to understand the meaning of the translation, since such dictionaries offer many translation options, but it is more difficult to remember all the meanings of that word. And if a bilingual dictionary offers only one translation option, then the probability of correct translation, understanding the task, sentence is very small, which can serve as a negative motivation in learning a foreign language in general and in the development of vocabulary - in particular. In our opinion, the use of an explanatory dictionary is the best alternative for a student with an advanced level of knowledge of the English language.

4. Difficulties in using words. Knowledge of a word implies not only knowledge of the translation of a word or memorization of dictionary definitions. Even if the student knows the translation and definition of the word, this still does not mean anything, since many teachers have faced such a problem: the student knows the translation of the word, but cannot grasp the essence of the sentence. It also does not give any guarantee, that he/she will be able to independently use these words when performing written work or in oral speech.

The Size of the Assignments.

It is known that, on average, a successful student adds 2000-2500 words a year if he/she reads books continuously. This means that he/she learns 5-7 words a day, which is a significant achievement. Some students may know the meanings of words thousands of times more than the rest of their classmates, which makes it difficult for the teacher on the one hand, but at the same time makes it easier - on the other. We all know what a huge difference there will be between those who grasp a new topic at once, and those who have to be separately explained the meaning and uses of this or that word. We are talking about mixed, multi-level classes, where teachers should present a new topic to every student in different "saucers", while it is presented to someone in significant "portions" that are difficult for others to master. Working in such groups requires a scrupulous attitude, long hours of preparation, since the teacher must prepare a huge number of assignments for "fast" students, so that they do not lose motivation to master the vocabulary, and thoroughly prepared assignments for less prepared students, so that they do not lose faith in themselves.



The difference in teaching spoken and written English

Spoken English or everyday speech, is much more simplified than written speech. The reason for this lies in the fact that the speaker has a different number of conversational tools at his/her disposal. In particular, these are gestures, intonation, facial expressions, etc. that are not used in writing. In addition, a conversation between peers or with friends does not require precise formulations, clarifications, etc., since the meaning of the conversation is clear at the level of gestures, facial expressions, since the context and - more broadly - the apperception base is common, and often does not require the use of words at all.

In teaching writing, and especially in teaching literary English, the main task is to develop skills of precise selection of words. It is interesting that sometimes the speech of children is richer than that of adolescents, since the language used in children's literature is richer than that used on television, in particular, in meaningless programs that lead the younger generation to degradation.

The difference between spoken and written English can present major challenges for English learners: after all, a lack of vocabulary can be masked by successful speaking skills. For example, children of immigrant parents can become highly successful in everyday speaking in less than two years. However, mastering the literary language can take a long time for these children. If the teacher uses the time factor, i.e. the difference in time required to achieve spoken fluency and related competencies in written English, he/she will be able to provide more effective teaching for those students who have problems of understanding the literary language presented in the textbooks.

Learning the vocabulary of the literary language can also be quite challenging for those whose first language is English. For example, words like “renovate”, “restore”, “elude”, which are rarely used in everyday speech, may appear in textbooks for seventh graders. Children cannot be relied upon to adequately understand and use words they encounter in school just because English is their mother tongue.

So, in our opinion, it is necessary to gradually, step by step introduce literary vocabulary into the educational process, because a large volume of words will be difficult to master. If possible, you should also use visual materials as widely as possible, in particular, accompanying drawings, or you can give examples, make up a series of sentences, using contextual links to actualize the meaning. An implementation of a song with the given words into learning process will be very effective. All this, as already stated above, contributes to the development of associative series and - more broadly - associative memory in students.

I would like to dwell in more detail on the use of context in the development of vocabulary, as well as on some of the complexities of word usage. Students can learn a significant number of words through reading. You can guess the meaning of a word without looking into a dictionary, even if the book is slightly higher than the student's level of knowledge. For example, one of the advantages of revealing the meaning of a word from the context is that often without using a dictionary, you can easily guess the meaning of the word, and if this word occurs several times in the



book, it will remain in your memory for a long time. At the same time, the chances of a word repeating frequently in context (especially if it is an authentic text) are not always great.

The use of dictionaries, the peculiarities of word formation and the context requires an understanding of the word and flexible thinking, which not many have. Experience shows that in rare cases, students with a low level of development of language competence resort to reading books, or are successful in determining the meaning of a word by morphemes. In most cases they make use of a dictionary on early stages.

Difficulties in Using Words

What does it mean to "know the word"? Usually, when we talk about knowing a word, we mean knowing its meaning. But knowledge of the dictionary definition does not mean that you will be able to freely use this word in oral or written speech, and also whether you will understand its meaning if you meet this word in the text.

You should also constantly explain to students that the meaning of the word will change depending on the context, as in Russian. At the same time, undoubtedly, one should focus on the fact that contextual connections in different languages are different, which is associated with the peculiarities of the national perception of the world. For example, see how the meaning of a word changes in different sentences:

He gave Frank 5 dollars. - Он дал Франку 5 долларов.

The doctor gave the child an injection. - Доктор сделал ребенку инъекцию.

Note that in Russian and Uzbek languages, completely different contextual connections are built. Although both sentences are associated with the act of transmission, not all students are able to discern meaning on their own, based only on the information the dictionary offers them. Obviously, only mastering a large number of options presented in literary texts makes the full perception of the meanings of words possible.

Some techniques and methods for increasing vocabulary

Reading. Reading books, magazines, newspapers, etc. You should start with those books that are easier to understand and contain information about the interests of students according to their age, hobbies, etc. Then, step by step, the complexity of texts intended for reading should be increased. If the book contains phrases, sayings that students like, they should be read aloud several times, written out in notebooks specially designated for this purpose. If a student will read the statement out loud then they will have a greater chance of remembering it better. After that, it is recommended to use this statement in one's speech as often as possible, so that it stays in memory and becomes regular in students' speech.

Paying attention to the context in which the word is used is also crucial. The more learners know about a word, the faster and better they will remember it. It is necessary to draw the attention of students to how it is used with other words, whether it is always consistent with other words. This will immediately affect the beauty of speech.



Some tips for students on vocabulary development

Chat with different people. In communication, there is always an exchange of information. During communication, we replenish our vocabulary from the arsenal of the interlocutor, word exchange between them takes place.

Write. Try rewriting a story, article, chapter from your favorite book. Try replacing words with synonyms. If you did not know the synonym for this or that word, write it down in your notebook.

Solve crosswords. You can use this opportunity on the road. It is also recommended to **listen to audiobooks** on the road.

Everyone realizes and understands the importance of constant enrichment of vocabulary, so every teacher tries to find interesting materials, exercises, programs, devices, websites for the lesson, for preparing homework. Valid requirements for the actions required to vocabulary enrichment is not that difficult. If you devote 30 minutes every day to classes using the above techniques it will bring success in mastering the vocabulary both for students and their teachers.

References

1. Coady, J., & Huckin, T. Second language vocabulary acquisition. Cambridge: Cambridge University Press. 1997.
2. Carter, R., & McCarthy, M. Vocabulary and language teaching. London: Longman. 1988.
3. Prince, P. Second language vocabulary learning: The role of context versus translations as a function of proficiency. *The Modern Language Journal*, 80(4). 1996.
4. Ceri James, Mike Clarke, Ann Woods. *Developing Speaking Skills*. CILT, 1999.