

## TEACHING VOCABULARY IN COMMUNICATIVE LANGUAGE TEACHING

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### ANNOTATION

In the CLT classroom much vocabulary is not taught in the form of wordlist of isolated words any, more, but taught in authentic contexts. Vocabulary teaching focuses on developing communicative proficiency rather than commanding the forms of the target language.

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In foreign language learning, vocabulary is one of the important language components that make its basis. Possessing worth vocabulary helps learners to well understand spoken and written discourse. One can not communicate a foreign language without having sufficient amount of words. However, learners may face various problems when encountering unfamiliar words, especially when it comes to remembering, they tend to forget almost new words if they are presented merely verbally and in non-motivated situations. As a matter of a fact, teachers should be aware of this issue in the classroom and try to create a favourable classroom environment, so that learners feel interested and involved.

In this respect, the integration of audio-visual aids as a teaching technique proved its effectiveness in the context of foreign language learning. Learners need to study in a relaxed classroom atmosphere "to one which included interest in how the actions of learners might affect their acquisition of language". Researches on the importance of educational audio-visual materials reveal that these devices are beneficial to effectively achieve higher objectives. Besides their role in providing real life situations in classroom, audio-visual aids also meet all learners' styles and lower their affective variables. Eventually, these materials can minimize the amount of challenges that face both teachers and learners in the teaching/learning process.

When learners meet new words, they start getting to know their meanings, forms and uses, and then they try to memorize them. This process takes a considerable effort and time from the teachers' as well as learners' side. Throughout time, it becomes a bored task, and then, learners begin to lose interest in. As an educating and entertaining proposed solution, teachers should involve audio-visual equipment that drive the classroom activity to be more dynamic and motivated. Moreover, having the clear auditory and visual image of a new word facilitates the task of understanding and recalling it later on when necessary.

The study of pragmatics explores the ability of language users to match utterances with contexts in which they are appropriate; in some resources, pragmatics is "the study of linguistic acts and the contexts in which they are performed". The teaching of pragmatics aims to facilitate the learners' sense of being able to find socially appropriate language for the situations that they encounter. Within second language studies and teaching, pragmatics encompasses

speech acts, conversational structure, conversational implicature, conversational management, discourse organization, and sociolinguistic aspects of language use such as choice of address forms. As some linguists advocate, teaching pragmatics because quite simply, observation of language learners shows that there is a demonstrated need for it and that instruction in pragmatics can be successful. Linguists, Kasper & Schmidt explain further that learners show significant differences from native speakers in the area of language use, in the execution and comprehension of certain speech acts, in conversational functions such as greetings and leave takings, and in conversational management such as back channeling and short responses. The goal of instruction in pragmatics is not to insist on conformity to a particular target-language norm, but rather to help learners become familiar with the range of pragmatic devices and practices in the target language. With such instruction learners can maintain their own cultural identities (Kondo) and participate more fully in target language communication with more control over both intended force and outcome of their contributions. The first issue is to make language available to learners for observation. Some speech acts, such as invitations, refusals, and apologies often take place between individuals, and so learners might not have the opportunity to observe such language without being directly involved in the conversation. At our lessons we discussed a lot reading materials based on speciality. It is very difficult for students to catch the main idea according to the knowledge in grammar. Our students know the vocabulary of their speciality but they cannot interpret the specialized texts.

If we teach language according to pragmatic competences students will be able to comprehend the main contextual meaning of the given materials. It is important to raise learner's pragmatic awareness too.

Teaching and learning vocabulary is very important to communicate in English. Knowing grammatical usage of vocabulary is not satisfied so we have to aware of how to use them and when we have to use them in social branches. Below we tried to give some tips about teaching vocabulary in communicative language teaching. As an integral part of communication. An expanded focus of pronunciation. Speech awareness and self-monitoring. Meaningful practice Link between listening and pronouncing /speaking A focus on sound /spelling relationships. A focus on the uniqueness of each ESL learner Teaching Vocabulary: Integration of teaching vocabulary and pronunciation. Teach both form and function an emphasis on speech awareness and self-monitoring. A focus on meaningful practice. A focus on the development of the whole range of vocabulary skills. A focus on a systematic vocabulary teaching. A focus on the uniqueness of each ESL learner. Integration of teaching vocabulary and pronunciation from the very beginning the significance of the expressions that are practiced should be made use of. Teach both form and function The beginning should be made with expressions concretely intelligible: formulas of greeting, short sentences about objects in the classroom, and actions that can be performed while naming them. As the work goes on to connected narrative and descriptive texts, this method must be continued. The texts, must at first be confined to very simple discourse about concretely illustrable matters. Pictures are here of great use. An emphasis on speech awareness and self-monitoring. Teacher is the facilitator-coach and organizer of instructional activities. Here there is the need for patience and support of learners who, as they are engaged in developing their L2 pronunciation skills, may go through a period of deteriorating performance as they give up old ways and have not yet become fluent with new

ways. A focus on meaningful practice Special speech-activity experiences suited to the communication styles and needs of the learners' real-life situations.

A focus on the development of the whole range of vocabulary skills. The teacher should find ways to help students work on all four kinds of vocabulary skills: productive, receptive, sociocultural and linguistic. What does it mean to know and learn new vocabulary? Vocabulary is a necessary ingredient for all communication o A large vocabulary is needed for overall language success as a language teacher, one of our main tasks is to help students develop a rich and useful vocabulary inventory. Knowing a word involves a whole lot more (pronunciations, meanings, contexts, collocations, spellings, etc.) Knowledge of vocabulary involves receptive and productive skills. We learn vocabulary implicitly and explicitly of Learning vocabulary is a cumulative process and it must be actively taught, learned, and recycled Important first steps in L2 vocabulary teaching!

- Have a communicative purpose (a reason to learn the words)
- Provide Comprehensible input and good models
- Organize effective practice (lots of repetition, recognition and recall)
- Start with input-work to output (receptive to productive skills)
- Teach vocabulary within context accompanied by some type of visual or aural aid
- Enhance learning with culturally authentic visuals/illustrations
- Practice vocabulary in various contexts in order to remember it and to develop an understanding of the range of usage of a given word
- Frequent and effective practice (engagement), 8 -12 encounters are needed
- Have learners manipulate new vocabulary in different ways (receptive and productive skills)
- A combination of speaking and writing activities must be used • The more engagement learners have with a word, the better it will be retained.
- Help students learn and use effective strategies

So, in the CLT classroom much vocabulary is not taught in the form of wordlist of isolated words any, more, but taught in authentic contexts. Vocabulary teaching focuses on developing communicative proficiency rather than commanding the forms of the target language.

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