

**EFFECTIVE TECHNIQUES TO TEACH ENGLISH VOCABULARY FOR
UNDERGRADUATES IN UZBEKISTAN***Mukhlisa Azizova Khurshidovna**muxlisaazizova1@gmail.com**Faculty of English Philology teaching,**Uzbekistan State World Languages University, Tashkent, Uzbekistan*

Abstract: Many students struggle to absorb vocabulary in English-language classrooms, despite its importance in foreign language learning. Words carry meaning, and expanding your vocabulary helps you reduce misunderstandings in communication. This study examines how innovative vocabulary teaching methods, such as exercises, games, presentations, a variety types of playing of roles, using dictionary, and integrated learning, can improve vocabulary acquisition for ESL learners.

KEYWORDS: ESL learners, playing roles, communicative competence, mental strategy

INTRODUCTION

Students often claim that they lack sufficient vocabulary to write, read, and fully comprehend everything in the test. Similarly, teachers frequently remarked the fact that teaching vocabulary is the challenging part [1]. Vocabulary knowledge plays a crucial role in second/foreign language acquisition, leading to increased attention among education experts during the past 30 years. According to David Wilkins [2], "Without grammar, very little can be conveyed, and without vocabulary, nothing can be conveyed" (p.111). The need for better teaching techniques in not only vocabulary but also in all areas has always been a crucial matter. Researchers such as Harley [3], Coady and Huckin [4], and Richards and Renandya [5] emphasize the power of vocabulary knowledge in promoting interpersonal skills among ESL/EFL learners. Neuman and Dwyer [6] define vocabulary as the words necessary for efficient communication.

In the late 20th century, a shift from teacher-oriented to learner-centered approaches led to the emergence of "communicative competence" [7, 8]. Lyle Bachman [9] coined the term "communicative language ability" to describe the communicative approach to teaching foreign languages. The communicative method has led to a focus on communicative ability as the primary goal of learning and teaching foreign languages. The present study's conclusions are based on quantitative data gathered from pre- and post-tests measuring the performance of female students who were taught vocabulary using seven different approaches. There is a report on the quantitative results. The results provide insight into a number of teaching and learning techniques that may be used to support students in successfully acquiring vocabulary in English. Furthermore, they seek to educate EFL teachers on the tactics that their EFL students use most frequently. The importance of varying teaching approaches is emphasized through comparisons of the various methodologies. Teachers and instructors who are apprehensive to adopt new techniques will learn important information about these tactics and how pupils might grow their vocabulary as a consequence.

Brief Literature Review

The 9th edition of the Oxford Advanced Learners dictionary defines the word 'vocabulary' into four different ways, the first is 'all the words that a person knows or uses', the second is 'all the words in a particular language' then says 'the words that people use when they are talking about a particular subject' finally, 'a list of words with the meaning, especially in a book for learning a foreign language'. Knowing how much an L2 learner knows grammar or other skills will not help one unless the learners possess adequate vocab proficiency in the target language. Vocabulary plays a major role in all form of communication such as writing or speaking and listening, reading alike [10].

METHODOLOGY

Theories of communicative competency and the communicative approach to learning foreign languages have opened the door for best practices and theories supporting Vocabulary Learning Strategies (VLS). Two categories of techniques are examined by Rebecca Oxford and David Crookall [11]: direct and indirect. They recognize refer to direct VLS as a "mental strategy" in which students consciously study language using the following sub-strategies: memory; compensation; and cognition. Conversely, indirect VLS employs the following sub-strategies: emotive strategy, social strategy, and metacognition. Schmitt [12] divides vocabulary acquisition into five categories: determination, social strategy, memory, cognition, and metacognition. Planning, sources, and procedures are the three categories into which VLS is divided in the later-developed Nation's Taxonomy [13]. L2 learners organise their learning, evaluate vocabulary sources, and employ methods to construct knowledge based on prior phases. Recent research by Laura Angelini, Amparo GarcíaCarbonell, and Frances Watts [14] shows that simulation and gaming can effectively improve learning a foreign language.

Design of the Study

This study used a quasi-experimental pretest-posttest methodology to assess the efficiency of seven instructional styles in improving students' vocabulary learning. The tactics include context drill, arcade games, diagrams, mini-presentations, role-playing, dictionary consulting, and multimedia learning.

Methods for developing English vocabulary

Three different approaches were used in this study to teach vocabulary to students in their year of preparation. The teachers discuss their teaching strategies with the pupils in the quotations that follow. First teacher states that the context drill, for case in point, uses vocabulary in context (groups): write all of that device's speech on the wall, and then have students use the words in a skit, debate, sentence, or brief narrative. Typically, I ask them to use half of the words; however, for differentiated learning, I ask the more talented groups to use all of the words, and those with smaller groups, fewer of the words. This functions only if the lecturer allocated each group. The following is how second teacher described presentations: Each student provides a phrase or vocabulary that they learned from reading the local paper or from watching TV once for a week. After that, she will bring it to class so that everyone may talk and learn about it. Every learner gets seven to ten minutes to give a brief presentation on the material they have studied. There will be a 12-week repetition of this. Thus, a class of thirty pupils will be exposed to more than twelve times thirty words throughout a semester. This seems like a really effective way to me.

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Descriptive Statistics Results of Unidirectional Analysis of Variance (ANOVA) for Previous Applications of Testing English Language Vocabulary:

Group	Number	Mean	Std. Deviation
Context drills	33	4.727	1.398
Word-on-board game	39	4.872	1.399
Flash-card game	31	5.194	1.223
Mini-presentations	37	5.027	1.384
Role playing	31	5.032	1.354
Dictionary use	38	5.237	1.515
Blended learning	39	5.000	1.539
Total	248	5.012	1.404

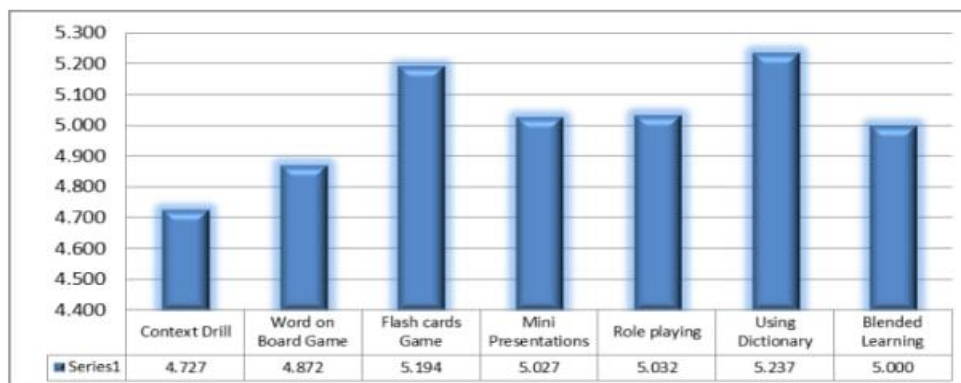
Table 1

It used to and similarly been involved in teaching vocabulary in the English language prior to the use of the techniques employed in this investigation. The goal is to determine the degree to which these techniques are adequate for expanding knowledge in the realm of English.

DISCUSSION

The goal of this study was to examine the students' responses to a range of teaching methods, and the findings showed that incorporated classroom instruction and experiential learning differed from other teaching methods. The subjects of the research were enrolled students. The study's findings make it abundantly evident that the best methods for teaching university students EFL vocabulary while also fostering enjoyment and significance in language acquisition are practicing and integrated learning. Both of those methods are seen as instances of active learning in which the focus of the process is on the pupils.

Dictionary Strategy, Contextual clues, and Computer Aided Language Learning (CALL) involved methods are three methods among many popular ones [16]. The effective use of board games was scrutinized in a scientific study among school-level students and the conclusion witnessed the result to be very good [17]. Upon the completion of qualitative research among 32 students, the findings witnessed the fact Flashcard usage in vocabulary development motivates the learners to increase their vocabulary [18]. The use of a Dictionary in learning vocabulary is a more effective strategy for developing vocabulary than contextual guessing while the other contextual difference in dictionary effectiveness among bilingual learners [19].



CONCLUSION

The results of the research will contribute to a deeper knowledge of university-level vocabulary instruction for EFL instructors and scholars worldwide. There are several implications for pedagogy. Teachers of English have a significant impact on pupils' ability to increase their range of words and comprehension, as well as in assisting students in keeping this information and comprehension for use and reference in the future whereas completing tasks in English. Students must be able to learn independently if they are to succeed in EFL. Instructors must also consider how to help students who perform poorly comprehend and remember English language.

Lastly, it is important to emphasise that there were several limitations to the current study that may be the subject of follow-up investigations. First off, because the present study focused on students, it's possible that different findings might be obtained if a similar research were done with manly pupils. Additionally, in order to evaluate the outcomes and determine the most effective methods for teaching English vocabulary, the sample might be expanded to include students from other colleges. In fact, there is a great deal of room for more study on the benefits of using instructional methods that put students at the centre of the language. Paying attention to word classes is also an important part in the teaching and learning journey of vocabulary despite the level of the learners' vocabulary acquisition procedure.

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