

## TECHNIQUES TO DEVELOP VOCABULARY COMPETENCE IN SECONDARY SCHOOLS

**Zebo Botirova Hakimjon qizi**

Senior Teacher, Department of English Language and Literature,  
World Languages Faculty, Namangan State University, UZBEKISTAN

**Annotation.** The article describes the techniques to develop vocabulary competence in secondary schools. The following article also goes over some of the most prevalent vocabulary teaching strategies in EFL classrooms, focusing on their benefits and drawbacks.

**Key vocabulary.** *Language teachers, lexis, develop, classroom, important, communicate, verbal, picture, explanation.*

Every language instructor understands that the meaning of words can be conveyed or taught in a variety of ways. While several teachers have developed their own methods, the great majority of language teachers employ the same strategies. Teachers of foreign languages want their pupils to not only learn but also recall new vocabulary, which necessitates not just presenting new vocabulary but. Despite the fact that there are a variety of approaches for teaching vocabulary, it is important to remember that none of them is appropriate for all learning settings, nor is one superior than the others. Several of these approaches may be more useful or convenient in one learning setting than in another, which is why, according to Taka (2008), as referenced by Alqahtani (2015), "teachers' techniques depend on some elements, such as the material, time availability, and their worth for the learners." Furthermore, it appears self-evident that a foreign language instructor should always have a purpose to use particular strategies, and in many circumstances, depending on the learning scenario, they would most likely use a combination of them. The following part will go over some of the most prevalent vocabulary teaching strategies in EFL classrooms, focusing on their benefits and drawbacks.

**By demonstration or using pictures:** Nation offers numerous strategies for teaching vocabulary in this area, including the use of an object, performing an action, using images, and using gestures, among others. In each of these examples, the instructor conveys the meaning of the term by "translating" the concept of the word into something that students can see or feel. Using visual aids to transmit meaning can be quite effective, especially at lower levels, because it helps students recall the words and correlate them with real items or things they are familiar with. However, every foreign language teacher has probably realized that this technique is ineffective or difficult to use when communicating abstract concepts rather than concrete ones, and while abstract concepts like feelings (i.e. sadness, anger, or love) may be simple to communicate with pictures of people expressing those emotions, other abstract concepts may be more difficult (i.e. pride, anxiety). In other circumstances, as previously indicated, it may be important to provide learners with additional information about the word, such as its function in the sentence, i.e. whether it is a noun, adjective, verb, or other type of word.

While I agree with the remarks above regarding the usage of the mother tongue to communicate meaning, when educating foreign language students, our learners' mother tongue should always be considered. It appears self-evident that we would not teach Uzbek and Russian students in the same way, owing to the cultural and linguistic differences between them, with the latter being closer to English than the former. As secondary school teachers, we know that our students will always have a mother tongue that they understand far better than the foreign language (English in the case of Spanish secondary education), and it's worth considering whether we can use this L1 knowledge to acquire the L2. I'm not advocating for the use of the L1 as the language of instruction in the EFL classroom, but teaching students how to recognize parallels between their mother tongue and the foreign language, such as cognates, could be a very beneficial tactic that teachers overlook in their lessons (words which a similar to their mother tongue in English). In any event, I'll devote a separate component of my project to the use of translation to teach vocabulary.

### By verbal explanation

Nation (1990) identifies three strategies in this category: providing an analytical definition of the word, placing the new word in a defining context, and translating the word into another language. These strategies, in contrast to the techniques outlined above, necessitate more complicated explanations, which is why they are typically utilized at higher levels. This is precisely the drawback of most of these techniques: we would generally have to utilize the L2 to offer a verbal explanation, which students may not grasp because the vocabulary we use in such explanations is unfamiliar to them. However, when the teacher has to save time in class, some of these strategies, such as translating the word into another language, usually the L1, may be effective.

When we consider all of these tactics, we might ask ourselves, "What are we teaching when we employ these techniques?" The obvious answer is that we are teaching language, but a closer examination of what we are actually teaching reveals that this is not quite accurate. Considering what it means to know a word, we may infer that the approaches listed above only include ways to teach the meaning of words and possibly the spelling of the word; however, what about teaching other characteristics of the word, such as how it sounds or how it is used in a sentence? Therefore, it is important to remember that, in order to teach all aspects of vocabulary, we will have to combine these techniques with other ways of teaching vocabulary which cover all aspects of the word which are necessary for students to use lexical items efficiently.

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