

THE OVERCOMING CHALLENGES IN ESL VOCABULARY LEARNING CLASSES

Ibrohimova Shahloxon Berdiyora qizi
A teacher of TIFT university in Tashkent
Email: lizaibrohimova@mail.ru

Annotation

The study provides the linguists to find a lot of interesting information for themselves and a chance to learn more about English methodology including vocabulary approaches and their value using in ESL classrooms. Those who would like to work with ESL students will find new causing effects and challenges of different techniques. The aim of the theme of the study is illustrating the importance of vocabulary in teaching and learning a foreign language and changing monotonous vocabulary lessons into effective with various methods and techniques in domestic and foreign practice.

Keywords: teaching methodology, native language (L1), challenges, vocabulary, associations of words, methods, techniques, vocabulary development.

Vocabulary can be defined as the words we teach in the foreign language or all the words that a person knows or uses. Vocabulary is one of the most important factors of English. Because of limited vocabulary students can not communicate with a foreign people and learn other main skills such as listening, writing, reading in a foreign language. Vocabulary learning is a challenging task for learners. Finocchiaro suggested that teaching and learning vocabulary is an activity where the teacher and the students reintroduce some vocabulary items with all the structure and in the entire situation in which they can logically be used¹. Many language learners fail to learn even a moderate level of vocabulary, indicating the need for an active and strategized approach to vocabulary learning and a greater focus on vocabulary instruction. Instructors can support their students' vocabulary learning by focusing on improving retention through quality word processing and repeated exposure to already encountered words. Tinker and McCullough relate that vocabulary development within the individual and the acquisition of new concepts occur simultaneously. The meaning of the word is the concept. The meaning we grasp is embodied in a symbolic form, the word, to be shared with others in speaking and writing. Tinker and McCullough continue their discussion by noting that the average child acquires a rather extensive hearing vocabulary and a somewhat smaller speaking vocabulary during his or her pre-school years. By the time

¹ Finocchiaro M. Teaching English as a second language. –H., 1974, P. 347

the child enters school, vocabulary and concept knowledge have become relatively rich. Growth of the young child's vocabulary and concepts can be fostered in many ways, among them listening to stories, encouraging conversations, providing educational trips and discussing them, encouraging play activities and appropriate television viewing. Tinker and McCullough further argue that the development of a meaningful vocabulary involves building concepts and understanding the words associated with them⁴. This is best achieved by an instructional program which provides experiences, extensive reading, and the study of words. According to Chall, most children in the primary grades understand more words than they can recognize in print. However, at about grade four or five, the major difficulty becomes the message or word meanings. The shift takes place because at about this time reading materials include content textbooks that use less familiar and more highly specialized words⁵. Chall also tells us the fact that "primers are not exciting for children because their vocabularies are highly controlled". He argues that primary reading materials need larger vocabularies on the grounds that meaning vocabularies are in the thousands while the vocabularies presented in the basal readers are barely in the hundreds.

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Some experts divide vocabulary into two types: active and passive vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. In any case, students can face different difficulties with vocabulary. Commonly, there are several techniques concerning the teaching of vocabulary. However, there are things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary. Then, it needs to be learnt, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners. However, There are some assumptions that lead us to teach vocabulary not very efficiently, and which are not in fact true. For instance, many teachers always say that learners should not translate new words into their native language (L1) when they are learning a foreign language. However, it is incorrect decision. Teacher may use pictures, mime, explanations, examples or L1 to translate when they explain new lexicons and teacher or student should not feel guilty about clarifying words by means of the L1. Because for the first time if you explain a word in L1 it can be really helpful and of course, later review can be mainly in English.

Some ESL students find that there is a lot of slang and colloquial language that is used when English is spoken in less formal contexts. Having studied the formal and

correct forms of English, this can be remarkably confusing, but there are ways to understand the difference between formal and casual language. Some students recommend that English learners watch television programs and listen to radio stations in which English is spoken. While we may not fully understand every exchange that takes place and every word that is spoken, watching and listening to television and radio can help us to gain an appreciation of the conversations taking place and the tone and intonation that underpins them². English can be a challenging language to learn, but the resulting benefits more than outweigh the difficulties. People learning English can benefit from taking every opportunity to read, listen and speak the English language and of course, putting the skills and knowledge learnt into practice is critically important.

Nowadays knowing synonyms, antonyms or homonyms of a word is important in writing, as well as in communication. Today, we don't need to look through the whole dictionary to find a word, we just can type the whole phrase in the Google search box to get the appropriate synonym of the words. For example, we don't know what word is appropriate for 'to make fun of and we quickly search for this phrase to get a long list of synonyms like 'ridicule', 'derision' in various websites like thesaurus.com. However, student can improve their word knowledge through different ways. For instance, word association is an activity that can be used with large classes and limited resources. In this activity teacher writes a word on the board, and then get her or his students to say the first word that pops up in their head which has a relation to the word on the board. It's a good idea to go around the class getting each student to give a word. If a student can't come up with a word, this is the perfect opportunity to go over the meaning. Instead of this game facilitators can use 'reading for meaning' strategy. Reading for meaning is a research-based strategy that helps all readers make sense of challenging texts. Reading is one of the most effective ways to teach vocabulary and regular reading is the strategy that gives students the opportunity to practice and master the phases of critical reading that lead to reading success and improved word usage. Strategies can include actively searching for new words during reading and reflecting on what was learned after reading²⁷. In a classroom, students will be motivated if they interested in the topic. So let the students choose to read what interests them. The more they read, the more they will be reviewing vocabulary and that increased exposure will help the vocabulary get stored into the students' long-term memory. This in turn will enable better spoken and written production.

All in all, the paper can be a reliable base to improve vocabulary methods for ESL learners among the facilitators. It is recommended to our uzbek teachers to use different approaches or techniques which are mentioned above for various levels of ESL

² Challenges of learning English [Internet resource] : how to overcome them : handouts for courses. 2011.
URL: <http://www.academia21.com>.

students, so that changing ineffective lexicon methods they use. We shouldn't forget that poverty on vocabulary would lock learners' next steps through the learning of the other language aspects.

REFERENCES:

1. Finocchiaro M., Teaching English as a second language.–H.,1974.
2. Harmer J., The practice of English language teaching.–L., 1993.
3. Umirov O., The essence of vocabulary in language learning. – S., 2018.
4. Ibrohimova, Sh.B.(2023). THE EFFECTIVENESS OF TECHNOLOGY IN VOCABULARY DEVELOPMENT. *Pindus Journal of Culture, Literature, and ELT*, 3(4), 70-72.
5. Turdaliyevna, O. S., & Berdiyrovna, I. S. (2023). IMPLEMENTATION OF KAHOOT AND WORDWALL TO IMPROVE VOCABULARY ASPECT IN INTERMEDIATE LEVEL IN FLT. *Journal of Integrated Education and Research*, 2(1), 98-105.