

EFFECTIVE TECHNIQUES OF IMPROVING VOCABULARY OF B1 LEVEL LEARNERS

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When it comes to language learning, vocabulary acquisition plays a crucial role in developing proficiency in a foreign language. As learners progress from beginner to intermediate levels, they need to expand their vocabulary to express themselves more accurately and fluently. In this article, we will explore the effectiveness of teaching words with synonyms to B1-level learners and how it can enhance their vocabulary learning experience. One of the goals of studying English is to improve communication skills. If children learn the words of the English language, they will be able to talk well. If they have a vast vocabulary, they will speak whatever they want since it is superior.

David Wilkins asserted the significance of vocabulary. "Very little can be communicated without grammar, and nothing can be communicated without vocabulary." [1] He added that acquiring more vocabulary and expressions will lead to greater improvement. People can say anything they want to with words, but they can only say a limited amount with grammar because they speak with words most of the time rather than grammar.

While learning a language, teachers should be aware of their students' word knowledge. Increasing word awareness is one of the four techniques. The author noted that many junior high school students struggle with vocabulary. Because of their limited language, it was conceivable. In Richards' book, it is stated that there are around 2000 words that pupils should be familiar with because they appear frequently in written literature. The vocabulary was taken directly from the textbook, and the students were instructed to search up the definitions in dictionaries. [7]

The learners won't be aware that other terms have the same meaning because they don't often hear them because the teacher only concentrates on the desired outcome. In most cases, students were unaware of whether or not they found a new term that precisely had the same meaning as existing ones. The author of this study set a cap on the number of words that readers needed to master at 40. [3]

Students should be able to comprehend the meaning of the texts they read, as stated in the reading skill curriculum, "Students should be able to respond to the meaning on the simple essay or text accurately and fluently related to daily-environment in descriptive and recount text." By correctly responding to the questions based on the text, the students were anticipated to be able to respond to the meaning of the straightforward text. [4]

Grammar is not as important to pupils' comprehension of what they hear and read or how to interact with others as vocabulary is. People are unable to communicate their ideas or understand others without an adequate vocabulary. The majority of literacy skills required for language learning are diverse. [8]

Lack of vocabulary is one of the causes contributing to students' failure to learn English. One of the key components in building effective communication is vocabulary. The students cannot speak or write well if they lack the vocabulary necessary to express their thoughts and feelings. When a good framework is not backed up by a lot of words, the pupil who has mastered it seems to lose its purpose. In other words, communication will be pointless without words to represent a variety of meanings, regardless of how well children master grammar and word sounds. [5]

Teaching Strategies for Synonyms:

1. Word Maps: Creating word maps or semantic webs can help learners visualize the relationships between words and their synonyms. This technique encourages learners to make connections and reinforces the meaning and usage of new vocabulary.

2. Group Activities: Engaging learners in group activities such as synonym games or discussions can create an interactive and collaborative learning environment. Learners can practice using synonyms in context, share ideas, and learn from one another.

3. Sentence Context: Teaching synonyms within sentence contexts provides learners with examples of how words are used in different situations. This approach helps learners understand the

subtle differences between synonyms and their appropriate usage.

Teaching words with synonyms to B1 level learners can be highly effective in expanding their vocabulary and enhancing their language proficiency. By incorporating synonyms in the teaching process, learners can develop a more varied and nuanced vocabulary, leading to improved communication skills. Moreover, the use of interactive teaching strategies can make the learning experience engaging and enjoyable for the learners. Vocabulary acquisition is a gradual and ongoing process, and learners should continue to explore and reinforce their knowledge of synonyms and other aspects of language learning to further enhance their language skills.

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THE BENEFITS OF USING GAMES IN PRIMARY AND SECONDARY ENGLISH LESSONS

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At the present stage of school education development one of the most urgent problems requiring new ways of solution is the necessity of qualitative improvement of foreign language knowledge at a small number of hours of academic load allocated to the study of this subject by the school program. Successful mastering of a foreign language today is a necessary prerequisite for obtaining interesting work in the country and abroad, strengthening friendship with representatives of different countries, for continuing studies in international higher education institutions and professional growth in the chosen field of specialization.

However, unfortunately, most school programs provide 1-2 English lessons per week. This is far from being enough to ensure a proper level of knowledge of the language when using traditional methods and forms of work in the classroom.

It is necessary to develop and use new approaches and technologies aimed at increasing the motivation of students' learning activities and, consequently, the level of language proficiency. And active teaching methods meet these requirements, because their essence is to interest students, to make him/her an active participant of the educational process. [1: 68]

Our time is characterized by the search for new forms, methods and techniques of teaching. Modern school needs teaching methods that would help not only to teach qualitatively, but first of all, to develop the potential of an individual. Modern teaching is aimed at preparing students not only to adapt, but also to actively master situations of social change.

At a foreign language lesson a special place is occupied by forms of classes that provide active participation in the lesson of each student, stimulate speech communication, and promote the formation of interest and desire to learn a foreign language.