MODERN METHODS AND TECHNIQUES IN TEACHING VOCABULARY FOR A2 LEVEL LEARNERS

Ortiqova Nargiza student of Uzbek State World Languages University scientific advisor: Dalieva M.Kh.

Abstract: There are few facts about "Modern methods and techniques in teaching vocabulary for A2 level learners". Many students find it difficult to learn vocabulary in an English-language classroom, despite the fact that it is an important aspect of foreign language learning. Words have meaning, and expanding one's vocabulary can help to prevent communication misunderstandings. The influence of introducing innovative vocabulary teaching tactics, such as context drills, word-on-board games, flash-card games, mini-presentations and role-playing, dictionary use, and blended learning, on ESL learners' vocabulary acquisition is investigated in this study. The typical didactic teaching method was used to teach vocabulary to the control group. Students who were taught using the new techniques of education scored higher on vocabulary tests than those who were taught using the traditional way, according to the data. These techniques have been shown to improve pupils' vocabulary acquisition.

INTRODUCTION

The importance of and pivotal role played by vocabulary knowledge in second/foreign language learning has piqued the interest of education professionals over the last three decades, as they have come to recognize the importance of and pivotal role played by vocabulary knowledge in second/foreign language learning. As David Wilkins [1] puts it, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p.111). As a result, researchers such as Harley [2], Coady and Huckin [3], and Richards and Renandya [4] have emphasized the importance of vocabulary knowledge in building ESL/EFL learners' communicative ability. In a

similar vein, Neuman and Dwyer [5] emphasize the importance of vocabulary by defining it as the words that allow us to "communicate effectively" (p.385). hence, while teaching vocabulary for A2 level learners vocabulary instruction is often overlooked, and teachers and curriculum designers fail to give it the attention it deserves. Most language instructors use the standard vocabulary teaching method of "listing and defining the new term" and then challenging students to memorize meanings in English in both secondary and post-secondary school.

RESEARCH QUESTIONS

Question 1: Can the employment of the seven vocabulary teaching tactics explain any significant variations between the overall mean scores of students in the control group and those of students in the experimental group among A2 level learners?

Question 2: Are there any significant variations between the experimental and control groups' mean vocabulary scores within A2 level learners?

LITERATURE REVIEW

Theories and best practices in favor of Vocabulary Learning Strategies (VLS) have been developed by communicative competency theories and the communicative approach to foreign language learning. Direct and indirect tactics are investigated by Rebecca Oxford and David Crookall [6]. They define direct VLS as a "mental strategy" in which students consciously study vocabulary through the following sub-strategies: 1) memory, 2) compensation, and 3) cognition. Indirect VLS, from the other side, involves the application of sub-strategies such as 1) metacognition, 2) affective strategy, and 3) social strategy. Mohammed Albousaif [7] set out to investigate the VLS used by 200 A2 level learners in high school, as well as their actual reasons for using or not using those strategies at each of the five essential vocabulary-learning stages: encountering new words, acquiring word form, acquiring word meaning, consolidating word form and meaning in memory, and using the word.

3.1. The Significance of the Study

Few studies have looked into or proposed strategies to help A2 learners develop their communicative language ability by facilitating vocabulary learning/teaching

processes. As a result, the current study aims to bridge the gap between theory and practice by investigating seven VLS that are thought to aid foreign language vocabulary acquisition. Context drills, word-on-board games, flash-card games, minipresentations, dictionary consulting, role-playing, and blended learning are some of the tactics used.

METHODOLOGY

4.1. Design of the Study

The effectiveness of applying seven instructional tactics to promote students' vocabulary learning was investigated using a quasi-experimental pretest-posttest experimental approach. Context drill, word-on-board game, flash-card game, mini-presentations, role playing, dictionary consulting, and blended learning are some of the tactics used.

4.2. Instrument of the Study and Method

On the same groups of A2 students, a vocabulary pre- and post-test was administered before and after the application of each teaching approach. Teacher A, for example, would evaluate the students before and after employing role acting to teach vocabulary. Each teacher began by teaching vocabulary using the didactic technique, and then moved on to the ways listed below. The group was given pre and post tests by the teacher, with the results being logged and examined by the researcher.

4.3. Strategies Used to Teach English Vocabulary

Seven strategies were used to teach vocabulary to pupils in their preparation year in this study. The teachers describe the strategies they used to teach the students in the following quotations. The context drill, for example, according to teacher A...

Uses vocab in context (groups): write all of the unit words on the board and have students create a skit, conversation, paragraph, or short story using the words in a context related to the unit—usually, I'll ask them to use half of the words; however, for differentiated learning, I'll ask them to use all of the words—this only works if the instructor has assigned the groups. I generally include a grammatical check as well.

Another teacher described how she uses the word-on-board game, which she defines as: Game daily review (teams)-one student is a judge; one student from each

team comes to the board-the teachers say a definition and then they write the word on the board with the correct spelling with the help of their team-the first team to get it wins the point-the first team to get it wins the point (Teacher B).

ANALYSIS AND DISCUSSION

This study looks at which teaching approaches are the most effective for teaching EFL vocabulary. The participants in this study were students enrolled at the A2 level. The primary goal was to investigate the students' responses to various instructional approaches. The results revealed that there was a difference for blended learning and role playing when it came to the first question of the study (whether there were any significant differences between the total mean scores of the students in the control group and those of the A2 level students in the experimental group that could be attributed to the use of the seven vocabulary teaching strategies).

CONCLUSION AND PEDAGOGICAL IMPLICATIONS

The new study will help EFL educators and academics better comprehend university-level vocabulary education. There are several pedagogical implications. English teachers have an important role in helping A2 level students improve their vocabulary knowledge and comprehension, as well as in helping students remember this information and understanding for future use and reference while reading and writing in English. The current study will aid EFL instructors and scholars in better understanding vocabulary instruction for A2 level students. Pedagogical implications abound. English teachers have a critical role in assisting students in improving their vocabulary knowledge and understanding, as well as in assisting students in retaining this information and understanding for future usage and reference while reading and writing in English.

References

1. Wilkins DA. Linguistics in language teaching. London, UK: Edward Arnold; 1972.

2. Harley B. Vocabulary learning and teaching in a second language. Canadian

Modern Language Review. 1996;53(1):3-12.

3. Coady J, Huckin T. Second language vocabulary acquisition: A rationale for pedagogy. Cambridge, UK: Cambridge University Press; 1997.

4. Nahata MC. Tips for writing and publishing an article. *Ann Pharmaco. 2008;42\T13-T17*

5. Dixon N. Writing for publication: A guide for new authors. *Int J Qual Health Care.* 2001;13:417-421

6. Shah JShah APietrobon R. Scientific writing of novice researchers: What difficulties and encouragements do they encounter? *Acad Med.* 2009;84(4):511-516

7. Witt PA. Writing for publication: Rationale, process, and pitfalls. *J Park Recreation Admin.* 1995;13:1-9

8. Dalieva, Madina Khabibullaevna. "Teaching speaking through interactive activities." NovaInfo. Ru 124 (2021): 41-42.

9. Далиева, Мадина Хабибуллаевна. "Классификация сленга в нестандартных вариантах." NovaInfo. Ru 1.95 (2018): 52-55.

10. Khabibullaevna, Dalieva Madina. "CONCEPT AS THE BASIS OF THE LINGUISTIC PICTURE OF THE WORLD." British View 8.9 (2023).

11. Madina, Dalieva. "TERMINOCONCEPTUALIZATION OF THE SCIENTIFIC AND LINGUISTIC PICTURE OF THE WORLD." EPRA International Journal of Research and Development (IJRD) 8.10 (2023): 198-200.