



Потенциальные практические применения результатов исследования включают разработку методик обучения иностранным языкам, адаптированных к специфике молодежной субкультуры, а также создание лингвистических ресурсов и инструментов для мониторинга и анализа лексических изменений в языке. Это может быть полезно как для образовательных учреждений, так и для разработчиков языковых приложений и программ.

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TEACHING VOCABULARY BY USING DIRECT METHOD FOR B1 LEARNERS

Djumabaeva Aziza Timurovna
student

Uzbek State World Languages University
Scientific supervisor: Akhmadullina Alina Ildarovna
teacher

Uzbek State World Languages University



Abstract

This study examines the effectiveness of employing the direct method in teaching English vocabulary to B1 level students. The Vocabulary Approach, in various contexts, emphasizes the significance of expanding one's lexicon or word knowledge, word usage, word relationship, communication skills (Recognizing that a robust vocabulary enhances communication skills). Learning a language through vocabulary involves classroom observations, student surveys, and pre- and post-tests. Results indicate that students exposed to this approach demonstrate greater engagement, improved vocabulary accuracy, and increased confidence in using English in vocabulary situations. The findings highlight the importance of adopting innovative pedagogical strategies that promote active participation and meaningful interaction in language learning classrooms. This study contributes to the ongoing discourse on effective language teaching methodologies and provides insights for educators seeking to enhance vocabulary instruction for B1 level English learners. Overall, this study provides valuable insights for educators seeking to enhance vocabulary instruction for B1 level English learners. The positive outcomes observed, including enhanced engagement, improved vocabulary accuracy, and heightened confidence. As language educators strive to create dynamic and effective learning environments, this study offers practical implications and recommendations for optimizing language teaching practices at the B1 level.

Keywords: direct method; English vocabulary; B1 level; lexicon; communication skills; classroom observation; pre-test; post-test; pedagogical strategies; English learners; learning environments.

English is seen as one of the more demanding languages in our daily lives. The fact that attention is being paid to the English language that is being shown is obviously anything from mysterious. A Decree “On measures to additionally improve the learning arrangement of unknown dialects” was signed by Islam Karimov, the first President of the Republic of Uzbekistan, in order to create a young population that is well-groomed and well-educated. English language teaching has recently begun to focus on phonetic and social variation rather than training viewpoints associated with the English language. English is perhaps the most well-known undiscovered dialect. Many Uzbek people want to study for social, economic, and educational purposes; this is also true for many other non-English speaking countries.

Teaching is the process of imparting information from one person to another using resources and an approach, method, or technique. (Brown, 1987) “teaching is showing or helping someone to do something, giving instruction, guiding in this study of something, providing with the knowledge causing to know or understand.”



The Direct Method of Vocabulary Instruction In the seventh grade of junior high school, a teacher is responsible for assigning tasks, offering guidance and teaching, and imparting knowledge that helps students learn or comprehend. And the male is typically referred to as the instructor. Learning and teaching are inextricably linked.

Teaching is “guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning,” according to Brown (2007). Throughout the teaching process, the instructor helps the students understand and clarifies difficult concepts.

In English, vocabulary is crucial as it helps students grasp the meaning of words. For this reason, it is crucial that students have a large vocabulary. (Hiebert, E.H & Kamil, 2005) state, “vocabulary is a set of words for which an individual can assign meanings when listening or reading”. Thus, in order to improve comprehension of their explanations, teachers must use effective vocabulary-teaching strategies. There are several approaches to teaching vocabulary, including the silent way, TPR, CLT, direct technique, audiolingual method, grammar translation method, and so on. In the direct technique, people pick up vocabulary or language on their own. “Direct method is a method of teaching a foreign language, especially a modern language through conversation, discussion and reading in the language itself, without translation and the study of formal grammar. The first words are though by pointing to objects, pictures or by performing action” (Patel, M.E & Jain, 2008). As a result, the direct method—also known as the natural method—allows language learners to appreciate the language.

Generally speaking, vocabulary that was previously provided to pupils as records and jargon assistance has focused on encouraging understudy to consider and remember word connotations. This method of instruction only imparts a cursory and superficial understanding of language. According to research conducted by the Texas Reading Institute, children who only learn word meanings by heart usually struggle to



apply the information in definitions and frequently misunderstand what the term means.

A term used in different contexts might have different meanings, thus just teaching pupils the definition of a word without providing examples of its use in those contexts won't help them fully grasp its significance. It is challenging for learners to employ a memorized list of terms in spoken and written language when they are taught without regard for the context.

The greatest method for learning a word's meaning and how it connects to other words is to look at the context in which it appears. Furthermore, a definition-based technique, along with its application in the content, may produce comprehensive and flexible word meaning information.

Students start to understand how a word's meaning may alter and shift based on its context when they are given many sentences that employ the same term in various ways. To fully understand a term, learners must see it in a variety of situations.

There are several approaches of teaching vocabulary than the keyword strategy. There is still another method that is really beneficial for expanding one's vocabulary. This is accomplished using affixes and roots. There are two benefits for English language learners to be aware of Latin roots and affixes. Through the use of prefixes and suffixes, it can aid in the learning of new words by connecting them to well-known ones. Additionally, it may be employed to verify whether an unfamiliar has been accurately inferred from the context.

Prefixes from Latin can be found in a wide variety of terms. For instance, in Thorndike and Lorge's Teacher's Word Book, 433 of the 20.000 most common terms have the prefix ad- in one of its different forms. determined a list of 20 prefixes and 14 root elements that are connected to 14,000 terms in Webster's Collegiate Dictionary and 100,000 words in an unabridged dictionary by looking at the most significant prefixes and root components. 14 matters words have been created by combining these.

Learners will get familiar with the most helpful prefixes and roots by mastering words and the meanings of their constituent elements. Three abilities are



necessary for learners to employ prefixes and roots: they must be able to split new words into their component components, revealing the affixes and roots.

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IMPROVING CRITICAL THINKING THROUGH AUTHENTIC MATERIALS

Donishova Ma'suma Bahodir qizi
student

Uzbekistan State World Languages University

Abstract

Improving students' critical thinking skills requires an active and engaging learning process. This involves using effective teaching materials and methods to encourage students to think critically. The teaching and learning process goes beyond simply receiving information from instructors; it involves various activities aimed at achieving better learning outcomes. For instance, tasks that stimulate critical thinking and the use of diverse teaching methods and models play a crucial role in this process. Emphasizing experiential learning is essential for gaining valuable insights. The success or failure of a learning endeavor greatly depends on this approach. Educators play a vital role in developing students' critical thinking abilities, given the increasing importance of this skill in everyday life. Many aspects of daily life require critical analysis, making it particularly crucial for students, who represent the future generation of the society.

Key words: critical thinking, problem-solving abilities, creativity, metacognition, effective, communication, collaboration, innovation.

A nation's wealth is largely dependent on its human capital. For a country to progress and flourish, it needs strong support from its human resources in terms of both quality and quantity. Enhancing the quality of human resources is crucial, especially in the context of navigating the challenges of the 21st century.