



IS READING STILL A MAJOR SOURCE OF VOCABULARY GROWTH?

Tursinbaeva D.I.

Nukus, Uzbekistan

3rd year Student, Berdakh Karakalpak State University,

Sadullaeva A.N.

Nukus, Uzbekistan

Scientific advisor, English Language and Literature Department

Abstract: *One of the most crucial things in learning a language – vocabulary. Then, in teaching a language too, most significantly the important thing is to know a range of different vocabulary. In order to know how to teach a language, apart from methods and approaches, knowing vocabulary means a lot. So, it can be the reason why most teachers should learn how to teach vocabulary for future teachers. This article examines a wide range of different approaches and techniques for teaching vocabulary to students.*

Key words: *Meaning-focused input, meaning-focused output, fluency in vocabulary, unknown words.*

Introduction

First of all, for many years Reading has been a major source of vocabulary growth for many learners. However, taking researches into account, the results show that reading itself is not as much helpful as considered to be. The reason for that is, if a reader's reading skills are not developed enough to consider, analyze and critically understand all the information contained in read book, the result of this kind of reading will be equal to nothing.

In order to gain some knowledge and vocabulary from reading a book, first necessary skill – reading skills. Because, only a reader with highly developed reading skills can understand and after that come to the level of learning a new vocabulary from it. So, while reading a book, students should not overtake a meaning-focused input.

Main part

What is meaning-focused input? Meaning-focused input consists of messages that the learner is likely to focus on mainly for the ideas that are contained in the text. So it is just a reading, just knowing what is happening in a book. But, in order to learn new words from it, students ought to work with their reading skills. However this requirement for second language learners. Because native English speakers can easily learn new words from the book, because it is their mother tongue. So for second language learners this process can be much more challenging because of a huge amount of unknown words.

Due to ease this challenging situation, most scientists and linguists advice a lot of approaches and tips. Among them, meaning-focused output is the best one. Vice versa to meaning-focused input, in output of words, reader should read the book in their first language and after that speak out the whole meaning of it in the second language. In that case, reader will not be overwhelmed with learning by heart all the new vocabulary and unknown words. Thus, linguists and philologists try to apply into use range of new techniques and methods of teaching vocabulary.



According to meaning-focused tasks fluency is an indispensable part of being English language persona. So, here fluency is not about a correct pronunciation of words in English, but about the ability to use what you know in a different and higher level. Dealing with largely familiar content, preparation plans, lesson planning skills are all considered in it.

Fluency can be explained with a huge amount of information, especially when it comes to English language fluency. However, fluency will be like an unexplored area after all. So here some activities to develop fluency in vocabulary for students:

- Students should be given tasks to work with a group, whether it be a pair work, no matter in which form but they should be given a task which requires working with unknown words. Fluency should require a developed degree of what they know;
- Students should be given time in order to prepare, repeat and create more knowledge skills using their own words, they should be free in expressing their ideas, opinions using the vocabulary that they already know;
- After these two main steps, students are ready to learn more new vocabulary.

Now, when students are ready to learn something new, there is very popular but much more useful method of teaching vocabulary. It is – Guessing unknown words from context. Because of its several useful impacts on students' results, this method still stays relevant. Here are the benefits:

- Students will not feel pressure because they don't know a particular word. If they guess the meaning of a word from context, their critical thinking works much better rather than learning it by heart;
- Students will be more confident about themselves, so they will not be demotivated to study or express their views;
- It can help them to avoid strategies, because they just should express what they think about this work. Moreover, this method is considered to be the easier and faster way of learning new words.

Conclusion

Even if the reading has been the most popular way to learn new vocabulary for students, there are a lot of another ways to make this process much more interactive and engaging. With a lot of advantages reading process can be helpful to learn new vocabulary, but the student should be prepared enough to be ready to learn new words from just reading. In order to be ready to this process, students firstly should be fluent with what they know. Dealing with the phrasal verbs or idioms in English, knowing modern words and word parts, etc. After that case teachers should teach their students to speak out freely what they know and guessing from context. Because guessing is much more appreciated by most students with its easier and faster opportunity to memorize the word. Due to the fact that nowadays more linguists, philologists are working hard in educational leadership and development, there will be more and more new techniques, approaches and tips for future teachers how to teach their students.



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