

## **EFFECTIVE STRATEGIES OF ENLARGING STUDENTS' VOCABULARY**

**Karimova Shakhnoza Valievna\***

\*Teacher,

Samarkand State Institute of Foreign Languages,  
Samarkand, UZBEKISTAN

Email id: shakhnoz\_karimova@mail.ru

**DOI: 10.5958/2249-7315.2022.00262.3**

---

### **ABSTRACT**

*The difficulty arising from the poor preparedness of first-year students in English lies in the fact that at the university they must begin to master professionally-oriented foreign vocabulary from the very first classes, while some students are simply not ready for this. The teacher has to develop for such students a kind of task system that allows them to intensively enlarge the stock of basic words, while simultaneously working on professional vocabulary. The purpose of our work was to explore the possibilities of rapid enlargement of students' vocabulary. A comparative statistical analysis of the results of the final testing of 1st year students in English was carried out in four groups of students. In two groups, traditional methods of teaching vocabulary were used, and in two other groups, students were taught with an expanded use of the tested methodology. When comparing the test results, the marks turned out to be higher where the vocabulary was mastered with the intensive use of the methods described below.*

**KEYWORDS:** Dictionary, Polysemy, Translation, Content, Analysis.

---

### **INTRODUCTION**

#### *Actuality*

The main reason why students need to know foreign languages is the possibility of access to scientific knowledge, as well as the possibility of professional communication. In the future, they will not only study specialized literature, but also take part in international conferences and various discussions. Thus, at the university, we do not just continue with our students the study of a foreign language that they started at school, but gradually raise them to a new level of foreign language proficiency. However, teachers are constantly faced with the fact that yesterday's schoolchildren have very poor foreign language training, the main drawback of which is an extremely limited vocabulary.

#### *The purpose of the work*

The purpose of the work was an attempt to find the most effective ways of enlarging the vocabulary of students for the short period of time that is allotted by the state educational standard for learning a foreign language.

#### *Materials and methods*

We decided to compare the results of teaching vocabulary to students using different methods. In order to obtain the most objective information, before the start of the training, an entrance test of the vocabulary was conducted in all groups of first-year students of the English Faculty. Based on the results of the test, four groups of students with approximately the same level of vocabulary were identified. In two of these groups, training was conducted according to the traditional method, and in two others - with the intensive use of the methods we proposed. At the end of the

training, testing was again carried out.

### *Results*

An analysis of the test results showed that where the methods we proposed were used, the level of ESL vocabulary was approximately 15% higher.

### *Discussion*

The English language is characterized by polysemy (polysemy), that is, in English the same word often has a lot of different meanings. For example, the English words dish, wing, head, bright, run as well as many other words, have several meanings.

#### *Dish* (noun)

- It's your turn to wash the dishes = a kind of plate.
- How long does it take to cook this dish? = a meal.

#### *Wing* (noun)

- One of the bird's wings is broken = parts of a bird for flying.
- The hospital is building a new wing = a new part of a building.

The conclusion follows from this: in order to expand the vocabulary of young people, it is useful to memorize not only a lot of words, but also as many meanings of the same word as possible. Then it will be easier for students to translate phrases such as serve the meal, serve someone, serve the time etc.

1. He has served his time in prison → spend some time (in prison).
2. The free food is served for homeless people only → provide.
3. This old bike has served me well → be useful.
4. The new mall will serve the community well → provide.
5. My mom serves in the medical corps → work as.

Another example: in one educational medical text about a pharmacy, the word plant is used both in the meaning of "plant" and in the meaning of "plant", which sometimes becomes a problem for students. Therefore, it seems appropriate to individually select such educational texts in which the same words are used in different meanings.

One of the common ways of forming new words, called "conversion", in which the same word can be different parts of speech. Distinguishing between a verb and a noun or adjective is important in order to avoid translation errors. Therefore, it is useful to select such educational texts in which the same words are different parts of speech.

Separately, we should mention derivational suffixes and prefixes. Unfortunately, some students often do not understand why we teach them these affixes. Meanwhile, knowledge of derivational suffixes and prefixes often helps to guess the meaning of an unfamiliar word, as well as independently form a new word, which again increases vocabulary. For example, instead of teaching only the word *depend* we can teach other words like *dependence*, *dependent*, *independence*, *independent* that were formed by derivational suffixes and prefixes [4]. In its turn it leads to expanding the vocabulary of students.

You should not forget about the style of speech. The scientific style of presentation is usually called academic discourse. "Academic discourse ... occurs as an original phenomenon or can be mixed with other discourses (for example, with everyday discourse, when a patient comes to the

doctor and at the everyday level speaks about what worries him, for which he receives explanations from the doctor with scientific comments and justifications)” [2]. Here lies another problem: first-year students do not always understand the difference between everyday speech and scientific style of presentation. An example of such a misunderstanding is that, when translating a text of scientific content, first-year students often translate the word food as “еда” not “пища”. We believe that it is necessary to develop both styles of speech communication, but constantly show the difference between them.

And now about the application of the conclusions made in practice. In order to learn and remember more meanings of words, the students prepared the so-called presentation of the word on their own. The task "Presentation of the word" is to study the given word, find as much information as possible about it, its features, terminological and general literary meanings, set phrases. The words for the task, of course, the teacher chose from a pre-prepared list. But it didn't end there. Since in the classroom we must form both receptive and productive skills, the next step is the productive use of the information received during the classroom. Here the task of the teacher is to model situations of verbal communication, which gives room for creativity. We used and played jokes on different topics, played out situations, offered to explain the meaning of proverbs and sayings related to everyday topics [1]. Thus, we implemented the principle of integration of special knowledge with the general cultural values of mankind.

We teach to analyze and compare. “Language teaching has educational value only then, when it teaches the analysis of thought through the analysis of means of expression” [3]. The students were asked the question: if the word heart means "сердце", then why heartburn - "изжога"? To answer this question, it was necessary to analyze the various meanings of the word heart. Assimilating the various meanings of words and learning how to use them in speech, students expanded their vocabulary.

### *Conclusion*

So, for a quick enlargement of the stock of English words, we recommend using the following points: when working on a word,

- ✓ Pay more attention to polysemy;
- ✓ Engage in the transformation of words and the creation of various phrases.

In addition, when expanding your vocabulary, you must not forget about the style of speech.

In conclusion, it should be said that in addition to the careful fulfillment of the teacher's creative tasks, the more often the student makes various presentations, scientific reports, the more he reads scientific texts, the richer his vocabulary will become, his speech will improve and his horizons will expand. And the task of a modern teacher is to teach students to competently process the information received, to assimilate it easier and faster, which contributes to the development of motivation for learning and increases the effectiveness of lessons.

### **REFERENCES**

1. Kholmurodova D.Kh., Karimova Sh.V. Developing speaking abilities of learners by enriching their vocabulary of English language. *Academicia Globe: Inderscience Research*. Vol. 2, Issue 9, September-2021. P. 6-10.
2. Nation I.S.P. *Learning vocabulary in another language*. Cambridge University Press. 2005. P. 28-30.
3. Shcherba, L.V. On the concept of mixing languages. *Language system and speech activity*. - L., 1974. - P. 60-74.
4. Thornbury, S. *How to teach vocabulary*. Pearson Longman. 2008. 78 p.