



USING CONTEMPORARY TECHNOLOGIES TO TEACH VOCABULARY

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Abstract: *In addition to discussing contemporary methods that can be useful in foreign language instruction, the paper addresses the problems associated with analyzing the peculiarities of teaching vocabulary and learning strategies based on its integrated use.*

Keywords: *Foreign language, vocabulary, students, lexical abilities, communication, teaching of communicative language, and syntax.*

The establishment of a community of highly qualified specialists with competitive advantages is a unique feature of the modern world. Among these advantages, proficiency in two or more foreign languages can be determined by experience and knowledge. By studying the language and topic of the specialty on the foundation of an integrated course, it is possible to maximize the teaching of foreign languages. Assessing the role of vocabulary in language learning is challenging. Without professional vocabulary, a specialist will not be able to communicate effectively and carry out his professional responsibilities. Nowadays, the focus in the methodology of teaching foreign languages has moved from the teacher to the students themselves because of the widespread use of the Internet and multimedia technologies [1].

The process of learning is increasingly more interconnected and interdependent. Qualified specialists start to realize how important it is to continuously update and improve their language skills. There are a lot of strategies that facilitate the acquisition of a language in the methodology of teaching foreign languages. The author examines in detail strategies that refresh professional vocabulary in this article. It will be possible to increase professional vocabulary throughout life through the integrated use of vocabulary learning strategies. The standards for the authenticity of foreign languages as a means of communication in the dialect of cultures have grown in the context of the changing socio-economic realities of society (Milrud 1997). If a person does not





retain enough words and abilities in his memory to combine them to achieve a communicative intention, then no communication is possible. For inclusion in speech, the student's vocabulary should be in a state of "mobilization readiness" (Bim 1998) [2].

The Leitner system's adopted method requires us to take a stock of fish. The top card is moved to the bottom of the pile if the word on it is known. After seeing the translation, a word that is unknown is moved to the middle of the pile (closer to the beginning) so that it happens earlier and more frequently than words that are already known. As a result, we are able to repeat the necessary challenging vocabulary and its lasting memorization more frequently.

We may use idiomatic verbs and idioms to create flash cards. The website [flashcards.html \(http://www.english-4kids.com\)](http://www.english-4kids.com) has a large selection of ready-made, adorable fish cards. Memorabilia The Mind An alternative to traditional methods of processing and transmitting information (such as notes, short notes, diagrams, etc.) is a map memory card. Because it has a natural psychological foundation, this alternative is more productive. More importantly, it transforms the learner into an active creator of his own knowledge. The memory card method's psychological foundation is associative thinking. From the perspective of its creators, the memory card itself is a representation of our brain's work.

It will pull a chain of dozens of related events and facts, and it is sufficient to represent in memory one of these information cards. As a result, multidimensional associative thinking enables you to view the world not just as a whole but also in relation to other things. The memory card's guiding principles Tony Buchan developed several guidelines for making memory cards, which are explained in detail in his book "How to Mind Map." These guidelines are as follows: 1. The main concept, issue, or word is situated in the middle. By emphasizing the keyword of the associative chain, Busan provides the main meaning. 2. You can utilize drawings and images to illustrate a fundamental idea. 3. Every branch has a unique color.

4. To create maps, colored pencils, markers, and other tools are utilized. 5. The central idea is linked to the main branches, and the second, third, etc. orders are linked to the main branches. 6. The branches should be curled rather than straight, like a tree's branches. 7. A branch is written on a single keyword above each line. One person's or one group's individual product is the outcome of the work. provide a space for the manifestation of creative abilities and expresses individual capabilities. Benefits of Mental Cards • convenient to use • show the connections between phenomena, the logic





of thinking • contribute to better storage of information • collect a large amount of data together • develop creativity, thinking This technique is good to use in group work at the stage of consolidating the lexical material covered on a specific topic [3].

Rhymes, poems, songs The study of lexical units takes place in a playful way, which contributes to the comfortable state of students in the lesson. Children usually have erratic attention. Therefore, it is imperative in terms of the lesson to provide for types of work that relieve stress, switch the attention of children, cause a positive emotional mood. Learning rhymes, poems meets the age and psychological characteristics of children. They are easy to memorize, possess such characteristics as rhythm, sound repeatability. Learning poetry gives children pleasure. And what is experienced emotionally positively remains in the memory for a long time, leaving a mark on the child's mind. Thanks to rhyme, lexico-grammatical structures are easily activated in oral speech. The crucial point here is the use of an authentic speech pattern, and here songs and poems have many advantages over prose material. They are easy to enter, easy to remember, you can sing in chorus, which removes the psychological pressure from insecure students. In genuine song material, whole phrases and individual lexical units are often found that are characteristic of colloquial speech. Crosswords Crosswords are a great way for students to activate vocabulary. This strategy can be used in the first lesson of a new topic. Students will remember the words they will use in the next lesson. A crossword puzzle is a great way to repeat the previously learned before the test work. Invite students to create a crossword puzzle based on the new words of the topic they have learned. They will repeat their spelling, remember the meanings. For weak students, you can add a thematic list of words to the crossword puzzle so that they can choose the right ones. Of course, the list of strategies for expanding the vocabulary of students can be continued further, and each teacher will choose those methods that are closer to him. The main thing to remember, work on vocabulary should be constant and systematic [4].

Students will be able to restock their professional vocabulary on their own at any moment by using the aforementioned vocabulary learning strategies. It should be noted that because these strategies are interconnected and integrated into one another, they must be used comprehensively. Learning a professional foreign language is a continuous and linguistic process. Students themselves play an important role, but teachers may assist by teaching them how to employ strategies. Pupils should understand the importance of education, be accountable for it, and consistently apply its outcomes in real life. Only in this interaction could the intended outcomes be realized.





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