

Methodical Organization of Learning English Vocabulary

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Abstract: This article deals with the issue of methodical organization of studying the English language lexicon. In the course of the lesson, additional recommendations are given to increase the lexical wealth of pupil.

Keywords: lexicon, vocabulary, translation, student level.

When teaching vocabulary, we must first organize methodically. The methodical organization of vocabulary teaching depends on the purpose of activating it in the type of speech activity. By methodical organization of vocabulary teaching, we mean teaching the lexical aspect of speech activity, forming, teaching, and automating lexical skills.

What does the methodical organization of vocabulary teaching include

Can be seen from the following table:

- Methodical organization of vocabulary teaching
- Selection
- Work on vocabulary
- Distribution
- Methodological typology
- Introduction (explain, introduce, teach)
- Strengthening
- Mastering
- Form, meaning, application

To listen, understand, speak, read, express your thoughts in writing teaching lexical aspects, creating skills are different from each other, they have special characteristics. Teaching the lexical aspect of speech activity is developed depending on the type of speech activity. For this reason, the methodical organization of vocabulary teaching is different depending on the type of speech activity. But in all of them it consists of methodical organization, selection, distribution, methodical typology, work on vocabulary. Only the forms, types, quality of work, content of selection, typology, distribution, work on it will change. There are difficulties in methodical organization, we must consider them, they are:

1. by the time allocated to teaching vocabulary;
2. according to the age of pupils and students;
3. according to the purpose of education;
4. according to the training stage;

5. according to the teacher's qualifications;
6. Consists of difficulties regarding the abstract or concrete meaning of the word.

Difficulties in mastering words:

- a) in each word itself (by form, meaning, usage)
- b) May arise from the connection of English, mother tongue and Russian languages.

Creating a methodological typology of vocabulary is an actual task of modern methodology. Summarizing the most important types of difficulties encountered in active and passive lexicon, the following can be noted.

In the active dictionary, the word is used both as an independent and as an auxiliary word, the word is used freely and not freely, its pronunciation, similarity in meaning (synonyms); The methods of making grammatical forms do not correspond to the English and Uzbek languages, the words in the two languages are similar in meaning, but differ in form, and the meaning and ability of words in the two languages do not match.

In the passive vocabulary, the monosyllable of words, polysemy and the use of a word itself in the main and auxiliary, correct and figurative sense, English The pronunciation similarity of the words of the language, the similarity of the English words to the words of the mother tongue, even if the meaning differs in terms of form, is taken into account in the methodical typology.

The teacher can identify the difficulties that arise before learning and mastering the vocabulary (in comparison with the Uzbek language) and classify them. Then, for each type, the appropriate method, methods, ways, and exercises are taught. As a result, the characteristics of each word are taken into account, and it takes less time to teach. In this case, a separate method, way, and exercise is not used for each word, but for each type.

The lexicon of the English language is taken separately, compared with the lexicon of the Uzbek language, and a methodological typology is made according to the use of meaning and form. For example: if we take a map, a pen, a pencil, a table, to see, to like, to want; The difficulty in teaching the words a map, a pen, a pencil, and a table is that they are well received by the student if he sees them with his own eyes or through a picture, to see, to like, to want and it is more difficult to show a picture, here it is appropriate to show through action. For this reason, these 8 words are divided into 2 types and 2 ways to reveal their meaning[1]:

- a) pictures or the object itself and
- b) We use methods of showing movement.

Currently, there are 2 directions in the methodical typology of the lexicon:

Direction 1: a) look at the form of the word b) look at the meaning English and native words are compared. G. Palmer, H. R. Hughes, R. Lado, S. Porakova, N. V. Nikolaev, M. S. Latushkina, S. V. Kalinina worked in this direction.

Direction 2: taking into account difficulties in the use of words in oral speech. Here, the ability to combine words, its function in speech is considered. Charles Freeze, Maurice, Yakushina worked in this direction.

Typology of the difficulties of the lexicon at the next time is based on Professor Berman's 3 main points: a) according to the form and meaning of lexical units in Russian and foreign languages; b) the lexicon of the studied foreign language according to its characteristics; c) guides speakers of other languages on listening and pronunciation of foreign language speech.

Work on vocabulary Work on vocabulary is mainly divided into 3 stages[2]:

1. introduction and explanation of the word;
2. mastering the word;
3. Strengthening the word.

Word introduction can be isolated or in context. How to introduce the word through speech activity depends on the class being taught, the stage of education in the educational institution.

Introducing a new word:

1. Before reading the text (in grades 8-9);
2. When reading the text,
3. It can be through the use of an independent dictionary (in grades 7, 8, 9).

It is appropriate that we use the method without translation more. We use this method when there are few students in the class, when the meaning of the word is few, and when there is no time. This method requires a lot of preparation from the teacher. Which method to use when discovering the meaning of a new word depends on the nature of the word and time.

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