

**THE MINISTRY OF HIGHER AND SPECIAL SECONDARY  
EDUCATION OF THE REPUBLIC OF UZBEKISTAN**

**GULISTAN STATE UNIVERSITY**

**FACULTY OF PHILOLOGY**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

## **SYNOPSIS**

**on theme** “The importance of teaching vocabulary”

Prepared by: Student of group 3-11

Abloqulov

Azizjon

---

SUPERVISOR:

Sultanov B.

---

**GULISTAN – 2016**

## **CONTENTS**

### **Introduction**

### **Main body**

1. The importance of teaching vocabulary
  - 1.1 Vocabulary is a vital part of language teaching
  - 1.2 The techniques of teaching vocabulary in the classroom
  - 1.3 Components of vocabulary instruction
2. Teaching Vocabulary with the specific topic
  - 2.1 Vocabulary concerning Uzbek traditions
  - 2.2 Vocabulary units in Uzbek with English equivalents

### **Conclusion**

### **Bibliography**

## **Introduction**

The basic reason for learning foreign languages that all people have in common is communication - communication in any mode. It is a two-sided process, which requires the ability to understand each other, to be able to code a message that someone wants to convey to someone else in a way, which will be comprehensible to the receiver and also appropriate to a concrete situation and status of all participants. Vice versa the person should be able to interpret a message that someone else is conveying to them. To acquire a good skill of communication in foreign language it is necessary to be familiar not only with vocabulary (single words and their meanings, collocations, phrases and phrasal verbs etc.) but also with language structures and above all with strategies for using them in right context according to concrete situations. Learners can generally communicate well, having learnt all the basic structures of the language. However, they need to broaden their vocabulary to express themselves more clearly and appropriately in a wide range of situations. Students might even have a receptive knowledge of a wider range of vocabulary, which means they can recognize the item and recognize its meaning. Nevertheless, their productive use of a wide range of vocabulary is normally limited, and this is one of the areas that need greater attention. At this stage we are concerned not only with students understanding the meaning of words, but also being able to use them appropriately, taking into account factors such as oral / written use of the language; degree of formality, style and others. Vocabulary is the knowledge of words and word meanings. "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a

sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. There are four components of an effective vocabulary program: - wide or extensive independent reading to expand word knowledge -instruction in specific words to enhance comprehension of texts containing those words - instruction in independent word-learning strategies, and -word consciousness and word-play activities to motivate and enhance learning Nowadays it is widely accepted that vocabulary teaching should be part of the syllabus, and taught in a well-planned and regular basis. Some authors argue that vocabulary should be at the center of language teaching, because 'language consists of grammaticalised lexis, not lexicalized grammar'.

## **1. The importance of teaching vocabulary**

New words have to be introduced in such a way as to capture the students' attention and place the words in their memories. Students need to be aware of techniques for memorizing large amounts of new vocabulary in order to progress in their language learning. Vocabulary learning can often be seen as a laborious process of memorizing lists of unrelated terms. However, there are many others much more successful and interesting ways to learn and teach vocabulary in the ESL classroom.

If vocabulary is taught in an uninteresting way such as by drilling, simple repetition and learning lists, then the words are likely to be forgotten. Teachers need to teach vocabulary so that the words are learned in a memorable way, in order for them to stick in the memory of the student. Indeed, learners need to retain large amounts of vocabulary in their long-term memory.

Teaching vocabulary – the basis for forming four main skills To know a language means to master its structure and words. Thus, vocabulary one of the aspects of the language to be taught in school. The problem is what words and idioms pupils should retain. It is evident that the number of words should be limited because pupils have only 2-4 periods a week; the size of the group is not small enough to provide each pupil with practice in speaking; schools are not yet fully equipped with special laboratories for individual language learning. The number of words pupils should acquire in school depends wholly on the syllabus requirements. The later are determined by the condition and method used. For example, experiments have proved that the use of programmed instruction for vocabulary learning allows us to increase the number of the words to be learned since pupils are able to assimilate them while working independently with the programme.

We know the following fact that

I - words used in reading, II - words used in auding, III - words used in speaking, IV - words used in writing.

The main aim of teaching vocabulary is assimilation of the meaning, form of the words and its usage in oral and written speech – that is formation of lexical habits. People can have many aptitudes, but without a large and precise English vocabulary to express them, they cannot take full advantage of these abilities. Unlike aptitudes, vocabulary is not a natural ability; it can be improved if one is willing to make the effort to do so. Building vocabulary is a powerful way to enhance your life and career. Learning how to build a better vocabulary can be a pleasurable and profitable investment of both your time and effort. At least fifteen minutes a day of concentrated study on a regular basis can bring about a rapid improvement in your vocabulary skills, which in turn can increase your ability to communicate by writing, conversing, or making speeches. Acquiring a large vocabulary can benefit you in school, at work, and socially. It will enable you to understand others' ideas better and to have the satisfaction of getting your thoughts and ideas across more effectively. Of course, you already know thousands of words, and you will continue to learn more whether you work at it or not. The fact is that many of the words you know were probably learned simply by coming across them often enough in your reading, in conversation, and even while watching television. But increasing the pace of your learning requires a consistent, dedicated approach. If you learned only one new word a day for the next three years, you would have over a thousand new words in your vocabulary. However, if you decided right now to learn ten new words a day, in one year you would have added over three thousand to what you already know, and probably have established a lifetime habit of learning and self-improvement.

### **1.1 Vocabulary is a vital part of language teaching**

Word cards.

Teachers can use devices for vocabulary teaching such as simple flash-cards or word-cards. The teacher writes the English language word on one side of the card and a sentence containing the word, its definition, its synonyms and

pronunciation on the other. Word cards can be excellent methods of memory aid. This is also a handy way for students to carry their new vocabulary around with them to look at whenever they have the opportunity.

#### Word association/

Another successful method of vocabulary teaching is the word association technique. If words are stored individually, they are more difficult to remember as they have no context. But if the words are stored together in commonly used phrases and sentences, they are more readily absorbed. Putting words with collocational partners in this way helps the students to relate connected words together.

#### Visual techniques/

Teaching vocabulary can become easier with the use of cards with pictures, diagrams and liberal colour coding for grammatical clarity. In this way, words are remembered by their colour or position on a page or their association with other words, pictures or phrases. Images can link to a word; words can also be linked to other words, for example, a student might link the word 'car' with 'garage' and with 'mechanic'. This idea of engaging the other sense can also help with developing a kind of semantic map where words are listed which relate to each other, which creates a situation where one word reminds the student of another.

#### Brainstorming/

When teaching new vocabulary, the method of delivery needs to be fresh and interesting for the students or else they will not remember the words. Ways in which to liven up the introduction of new vocabulary could include brainstorming around an existing word in the students' vocabulary knowledge. This key word should be written up in the middle of the board and the new vocabulary relating to it can be written around it. Use colourful pens if writing on a whiteboard to emphasize different words.

#### Matching columns/

Once the new vocabulary has been taught, a useful way to test if students have understood the meanings of this new vocabulary is to ask them to match new

words from one column with definitions from another column. The new words are numbered in column one, and the definitions are mixed up and lettered in column two. Students can also make up sentences using this technique, matching the beginning of the sentence or phrase from column 1 with the end of the sentence or phrase from column 2.

## **1.2 The techniques of teaching vocabulary in the classroom**

Perhaps the most important factor in a successful vocabulary-building program is motivation. It will be very difficult for you to study words month after month without a strong feeling that it is worth doing, that a larger vocabulary will help you in school and on the job, and that it can well lead to a more exciting and fulfilling life. For the first according to the topic of our research paper we identify four basic steps to a better vocabulary:

1. Be Aware of Words
2. Read
3. Use a Dictionary
4. Study and Review Regularly

While there are not any magic shortcuts to learning words, the larger your vocabulary becomes, the easier it will be to connect a new word with words you already know, and thus remember its meaning.

1. Be Aware of Words

Many people are surprised when they are told they have small vocabularies. "But I read all the time!" they protest. This shows that reading alone may not be enough to make you learn new words. When we read a novel, for instance, there is usually a strong urge to get on with the story and skip over unfamiliar or perhaps vaguely known words. But while it is obvious when a word is totally unknown to you, you have to be especially aware of words that seem familiar to you but whose precise meanings you may not really know. Instead of avoiding these words, you will need to take a closer look at them. First, try to guess at a word's meaning from

its context—that is, the sense of the passage in which it appears; second, if you have a dictionary on hand, look up the word's meaning immediately. This may slow down your reading somewhat, but your improved understanding of each new word will eventually speed your learning of other words, making reading easier. Make a daily practice of noting words of interest to you for further study whenever you are reading, listening to the radio, talking to friends, or watching television.

## 2. Read

When you have become more aware of words, reading is the next important step to increasing your knowledge of words, because that is how you will find most of the words you should be learning. It is also the best way to check on words you have already learned. When you come across a word you have recently studied, and you understand it, that proves you have learned its meaning. What should you read? Whatever interests you—whatever makes you want to read. If you like sports, read the sports page of the newspapers; read magazines like *Sports Illustrated*; read books about your favorite athletes. If you are interested in interior decorating, read a magazine like *House Beautiful*—read it, don't just look at the photographs. Often people with very low vocabularies don't enjoy reading at all. It's more of a chore for them than a pleasure because they don't understand many of the words. If this is the way you feel about reading, try reading easier things. Newspapers are usually easier than magazines; a magazine like *Reader's Digest* is easier to read than *The Atlantic Monthly*. There is no point in trying to read something you simply are not able to understand or are not interested in. The important idea is to find things to read you can enjoy, and to read as often and as much as possible with the idea of learning new words always in mind.

## 3. Use a Dictionary

Most people know how to use a dictionary to look up a word's meaning. Here are some pointers on how to do this as a part of a vocabulary-building program:

- Have your own dictionary

Keep it where you usually do your reading at home. You are more likely to

use it if you do not have to get it from another room. At work, there may be a good dictionary available for your use. At home, most people do not have a big, unabridged dictionary; however, one of the smaller collegiate dictionaries would be fine to start with.

- Circle the words you look up

After you have done this for a while, your eye will naturally move to the words you have circled whenever you flip through the dictionary. This will give you a quick form of review.

- Read the entire entry for the word you look up

Remember, words can have more than one meaning, and the meaning you need for the word you are looking up may not be the first one given in your dictionary. Even if it is, the other meanings of the word will help you understand the different ways the word is used. Also, the word's history, usually given near the beginning of the entry, can often give a fascinating picture of the way the word has developed its current meaning. This will add to the pleasure of learning the word as well as help you remember it.

4. Study and Review Regularly Once you have begun looking up words and you know which ones to study, vocabulary building is simply a matter of reviewing the words regularly until you fix them in your memory. This is best done by setting aside a specific amount of time each day for vocabulary study. During that time you can look up new words you have noted during the day and review old words you are in the process of learning. Set a goal for the number of words you would like to learn and by what date, and arrange your schedule accordingly. Fifteen minutes a day will bring better results than half an hour once a week or so. However, if half an hour a week is all the time you have to spare, start with that. You may find more time later on, and you will be moving in the right direction. Teaching a word does not cause its automatic learning by the students. That is one of the first things teachers realize when they start teaching. It would be wonderful if finishing a unit of the course book meant that the students master all the words in it. Unfortunately, a lot of work (recycling, vocabulary notebooks keeping, memory

techniques ...) has to be done before students thoroughly know a word. The activities which follow have been tested on students and provide a practical suggestion for a systematic approach to vocabulary learning.

#### Working alone

-Super memo. Ss use the cards to learn the verbs systematically, at fixed time intervals, using boxes. Taking into account the forgetting curve, Ss have to plan their learning and relearning in such a way that the forgetting is minimized. They can use small boxes, or a box with different slots in it. You put all the verbs you have to learn in slot number 1. When each verb is learnt it goes to slot number two and so on until the last slot. All forgotten verbs are returned to the start.

#### Working in groups

Playing cards. Two packs. One pack is English face up, a pile on the table. The other is given out to all the players ( they read the L1 ). In turn, they take one card from the pack and keep it, if they have the matching one. Then they discharge the matching pair. If they don't have the matching one, they leave it on the table for someone else to match. They can pick a card either from the table or from the pack.

Working in pairs - One pack of cards. Ss spread the cards on the table, English face down. In turn they keep one and translate. They check by reading and saying the verb. They keep the card if it is correct. If they don't know any of them they say "pass». Winner is the one with the most cards.

- Use your transparent folder. Ss keep all these cards in transparent folders ( sort of slide folders A4 format ). They place one – empty, without cards - on the desk. Aim of the game is to go from top to bottom and vice versa, or from left to right or vice versa by placing verbs and saying them (if they place the L1 they have to say the English).

#### Working with the whole class

- Bingo. Ss choose 9 cards, put them down in a sort of bingo grid, English face up. T with a list calls them out. T can call either L1 or L2

- Bingo with definitions. Ss choose 9 cards, put them down in a sort of bingo

grid, English face up. T gives definitions.

### **1.3 Components of vocabulary instruction**

Direct and indirect methods of vocabulary instruction.

Intentional vocabulary teaching

Specific Word Instruction

Selecting Words to Teach

Rich and Robust Instruction

Word-Learning Strategies

Dictionary Use

Morphemic Analysis

Cognate Awareness (ELL)

Contextual Analysis

Explicit instruction of vocabulary is highly effective. To develop vocabulary intentionally, students should be explicitly taught both specific words and word-learning strategies. To deepen students' knowledge of word meanings, specific word instruction should be robust. Seeing vocabulary in rich contexts provided by authentic texts, rather than in isolated vocabulary drills, produces robust vocabulary learning. Such instruction often does not begin with a definition, for the ability to give a definition is often the result of knowing what the word means. Rich and robust vocabulary instruction goes beyond definitional knowledge; it gets students actively engaged in using and thinking about word meanings and in creating relationships among words.

Research shows that there are more words to be learned than can be directly taught in even the most ambitious program of vocabulary instruction. Explicit instruction in word-learning strategies gives students tools for independently determining the meanings of unfamiliar words that have not been explicitly introduced in class. Since students encounter so many unfamiliar words in their reading, any help provided by such strategies can be useful.

Word-learning strategies include dictionary use, morphemic analysis, and contextual analysis. For ELLs whose language shares cognates with English, cognate awareness is also an important strategy. Dictionary use teaches students about multiple word meanings, as well as the importance of choosing the appropriate definition to fit the particular context. Morphemic analysis is the process of deriving a word's meaning by analyzing its meaningful parts, or morphemes. Such word parts include root words, prefixes, and suffixes. Contextual analysis involves inferring the meaning of an unfamiliar word by scrutinizing the text surrounding it. Instruction in contextual analysis generally involves teaching students to employ both generic and specific types of context clues.

#### Fostering word consciousness/

A more general way to help students develop vocabulary is by fostering word consciousness, an awareness of an interest in words. Word consciousness is not an isolated component of vocabulary instruction; it needs to be taken into account each and every day. It can be developed at all times and in several ways: through encouraging adept diction, through word play, and through research on word origins or histories. "If we can get students interested in playing with words and language, then we are at least halfway to the goal of creating the sort of word-conscious students who will make words a lifetime interest."

#### Multiple exposures in multiple contexts/

One principle of effective vocabulary learning is to provide multiple exposures to a word's meaning. There is great improvement in vocabulary when students encounter vocabulary words often. Students probably have to see a word more than once to place it firmly in their long-term memories. "This does not mean mere repetition or drill of the word," but seeing the word in different and multiple contexts. In other words, it is important that vocabulary instruction provide students with opportunities to encounter words repeatedly and in more than one context.

#### Restructuring of vocabulary tasks/

Intentional instruction of vocabulary items is required for specific texts.

Repetition and multiple exposures to vocabulary items are important.

Learning in rich contexts is valuable for vocabulary learning. Vocabulary tasks should be restructured as necessary.

Vocabulary learning should entail active engagement in learning tasks.

Computer technology can be used effectively to help teach vocabulary.

Vocabulary can be acquired through incidental learning. How vocabulary is assessed and evaluated can have differential effects on instruction.

Dependence on a single vocabulary instructional method will not result in optimal learning.

It is often assumed that when students do not learn new vocabulary words, they simply need to practice the words some more. Research has shown, however, that it is often the case that students simply do not understand the instructional task involved. Rather than focus only on the words themselves, teachers should be certain that students fully understand the instructional tasks. The restructuring of learning materials or strategies in various ways often can lead to increased vocabulary acquisition, especially for low-achieving or at-risk students. "Once students know what is expected of them in a vocabulary task, they often learn rapidly."

## **2. Teaching Vocabulary with the specific topic**

Many students consider learning vocabulary a tedious job. They try studying lists of words, with their spelling, pronunciation, meaning, synonyms, etc. only to realize a few hours later that their results are hardly satisfactory. They start blaming their poor memories. They say they are discouraged by the number of words in English and their complex usage. They come to rely on incidental learning, finding intentional studying boring and inefficient. Some authors writing about human motivation seem to support such students' opinions. They say that learning words is a task which cannot possibly be intrinsically motivating. Teachers, however, keep looking for ways to substitute rote repetition with more

effective techniques and to make learning vocabulary easier and more pleasant. They develop various mnemonic strategies employing action, music, drawing and fantasy. To make the process of presenting new vocabulary more effective teacher has to attract learners' attention. And one of the best and easiest ways for that is colouring. Colour is an important tool in visual thinking, it captures and directs attention. The teacher might highlight the new words in the text he wants his students to concentrate on. The teacher may use colouring to: practice pronunciation of a word and its spelling (highlight double letters, the initial/final sound/letters that are likely to cause difficulty, stressed and secondary stressed syllables, etc.), to teach the word's grammar (use different colours for different parts of speech, for countable/uncountable nouns, transitive/intransitive verbs, mark word's gender), teach the semantic categories and word differences (use specific colours for the words connected with a given topic, for adjectives with positive/negative meaning, for synonyms/antonyms, etc.), to teach morphology (colour all prefixes and suffixes in a passage of a text to try to find out what they mean, highlight the stems of words that is the same like in prolong, longitude, longing, long, prolongation, oblong, etc.). Colours have a tremendous influence on human health and psyche. Lack or overabundance of certain colours can cause physical or emotional disorders. Exposure to colour vibrations is used in the treatment of a number of diseases and mental problems. The colour of the classroom walls, curtains or even the teacher's clothes can either soothe or irritate students. Colour is also an important tool in visual thinking. It separates ideas so they can be seen more clearly; it stimulates creativity and aids the memory. Colour captures and directs attention. Even conventionally outlined notes can benefit from colour coding; maps, cluster maps, mandalas, and most expressive drawings are considerably more effective in colour. It is not unimportant, however, which colours we use to stimulate students. To benefit from using them, we should know what possible power they have over our students. Then, we will not expose learners to calming vibrations if we expect them to be active, or to intellectual vibrations if we expect them to use their imagination. Experimenting with ways to

make my classes more interesting and lively, I tried using coloured paper for handouts (students in our college do not have regular handbooks for studying English and learn from materials prepared by their teachers). For the whole year students received handouts in six different colours and could choose the colour they preferred. From the very beginning the reaction was enthusiastic. Some students knew at once which colour they wanted and they were ready to fight tooth and nail with their colleagues to get their favorite color as soon as possible. Other students held a handful of pages for some time, trying to decide what mood they were in and what colour would suit them best that very day. Usually, lively students chose lively handouts, and quiet ones preferred pale, mild shades. If they happened to receive the colour they did not desire, they worked slower and concentrated less than when working with their favourite shades. Soon, almost all students bought coloured copybooks for their personal notes and commented that it was easier for them to remember words written on colourful pages than on white paper. When asked about their favourite colours for handouts. The results show that students preferred the colours which had a positive influence on their psyche and were pleasant for the eyes. The colours may also have improved their intellectual abilities, although not so much their imagination and creativity. This again illustrates that learning vocabulary is perceived as a task requiring concentration and good memory more than fantasy.

## **2.1 Vocabulary concerning Uzbek traditions**

Color plays an important role when you want to decorate a child's room. It's important to choose the right colors to stimulate children's development, because color has an effect on psychological development of children. Color can be used as a means of communication with children because the language makes it easier to respond. Children can learn to distinguish colors from six months earlier. Color can help stimulate the children, especially for children with attention deficit disorder. With color, children learn to express themselves and when they are

allowed to choose colors to decorate your room or choose the color of clothing, they become more confident and open up more creativity and expression. 'Color your life' or 'paint your life' is a technique used by psychologists and psychotherapists to help children differentiate and express various emotions on paper. This technique helps to determine whether the child happy, sad, excited, scared or even angry. Department of Child Development at California State University Fullerton has also done studies on color and the association of children's emotional. In the study, children aged between 5 to 6 years were asked to choose your favorite color from 9 colors that are given randomly according to their feelings at that time. 69 percent of the children chose bright colors to express happiness and excitement like pink, blue and red. Some choose black, gray and brown that show negative emotions such as sadness.

Here are some kinds of colors and their meanings:

#### White

White contains the entire light spectrum. It is strengthening. It is very cleansing and purifying to the entire energy system of the individual. It can awaken great creativity. When in doubt as to what color to use, you can seldom go wrong with white light. It is Also beneficial to begin and end the healing session with white to stabilize the person's energy system and to give it an overall boost. It amplifies the effects of any color with which it is used.

#### Black

Black also contains the entire color spectrum. It is a color that is shrouded in confusion. Many individuals shy away from using black in color therapy and healing, but I have found it beneficial at times. Black is a protective color, and it can be used to ground and calm extremely sensitive individuals. It activates the feminine or magnetic energies of the body, strengthening them. It should be used sparingly, as too much black can cause depression or aggravate such emotional and mental conditions. Black is most effective when used in conjunction with white, which balances the polarities of the individual, especially in cases where the individual seems to be losing control. It can activate that level of the subconscious

which can put life and its craziness into proper perspective. It should never be used by itself, but always in combination with another color.

### Red

Red is a stimulating color. It will energize the base chakra. It warms and activates. It awakens our physical life force. It can be used for colds, poor circulation and mucus ailments. Red strengthens the physical energy and the will of the individual. It can stimulate deeper passions, such as sex and love, courage, or hatred and revenge. Too much red can over stimulate and aggravate conditions. High blood pressure is an indication of too much red energy within the system. Red can be used to raise the body's temperature and to energize the blood.

### Orange

Orange affects the second chakra center. It is the color of joy and wisdom. It stimulates feelings of sociability. It is tied to our emotional health and to the muscular system of the body. Too much orange affects the nerves and should be balanced with shades of green-blues. Orange can assist in healing conditions of the spleen, pancreas, stomach, intestines, and adrenals. Individuals experiencing emotional paralysis or depression can be helped with this color. It can be used to help re-vitalize the physical body and assist with food assimilation. It makes a good tonic after a bout of illness, for it is good for the elimination system.

### Yellow

**Do Not Add Yellow:** It is a good idea NOT to wear yellow if you are feeling the emotional effects of problems in your life. Yellow should not be used in institutions for those with mental issues. The meaning of the color green, particularly if it is a pure emerald green with just a touch of blue, is healing. The colour green "symbolizes the master healer and the life force." The colour green is the color of nature. We see it in grass, leaves, trees and other plants all around us. Green reflects life, fertility and growth. People with green thumbs are known for their ability to make things grow. Green vegetables are among the healthiest foods to eat.

A green color exhibits energies of growth and desires to expand and

increase. Growth requires transformation and change, and the energy of the color green adds the ability to manage change. Although green is thought of as a passive color, it is fresh and cool and has a soothing and restful effect, suggesting a respite from the worries and cares of the world. The color green offers a sense of renewal and freshness. A green color suggests a sense of balance, well-being, harmony and a sense of order. If you are feeling a need for more green energy in life, simply going outdoors and going for a walk, especially in the woods, can be very helpful. "Contact with nature is very important if you want to be in balance and have a peaceful and harmonious life." A green color is thought of as strong, helpful and friendly. It symbolizes learning and self-respect. Green is also symbolic of money. We even call dollar bills "greenbacks". Green is associated with abundance. People who are drawn to the color green are often givers. Green also governs the emotions and it is thought by many alternative health practitioners that heart problems occur because of unresolved emotional issues. That makes sense to me given the strong mind body spirit connection in all areas of our lives. Having been emotionally hurt and holding unresolved fears of being hurt again are issues that may eventually cause heart problems. Balancing the green energy may be one of the ways to help with these issues. The positive personal attributes associated with the color green are many. They include: Sympathy and compassion A generous nature A loving nature, particularly towards children and animals Harmony and balance An understanding nature Self-control Humbleness And of course, everything has balancing negative aspects too. The negative qualities associated with green are: Jealousy Recklessness A lack of discrimination Stinginess and holding tight to your possessions Cruelty Dishonesty, particularly in terms of money. When your heart center is in balance we are able to give positive support and feelings of love and happiness to others.

**Add Some Green To Your Life:** When you want to soothe your nerves. When you want to calm yourself before an event. When you feel a need for growth. When you want a feeling of balance and harmony. When you have a headache or digestive problems (not a pure strong emerald green. Choose a green

with a bit of blue in it). When you want a change.

**Do Not Add Green:** Emerald green has a very strong energy so use it with caution. Only use pure emerald green if you are healthy. Do not add a lot of strong green to a room where you need creativity. It is great for a room where more practical work takes place, but for creativity other colors are better.

The color blue is the coolest color in the color spectrum. We see it in nature, in the colors of the sky, lakes and oceans. In ancient Egypt, lapis lazuli, a beautiful blue gemstone, represented heaven. The meaning of the color blue is peace, calm and spirituality. Blue soothes us, body mind and spirit. It has a calming effect on the nervous system and is very relaxing, so it is a good color to have in areas where you need peace to prevail. Blue is also uplifting. It is the color that connects us to our spiritual side and the energy of the universe. Because a blue color is both calming and spiritual, it is a wonderful color to have in your home to create a peaceful, yet uplifting environment. It is best in rooms where you want to rest and relax. Blue is a color that works especially well for babies and young children. The color blue "has always been the color of spirit, the symbol of contemplation prayer and heaven." It connects us to our higher power, the soul that resides in each of us. Preference for a light blue color is said to indicate a lack of depth and needing to mature. Dark blue is the color of truth and of moderation. Those who have a lot of blue in their aura or who show a strong preference for the color blue will display certain personality characteristics, both positive and negative.

The positive aspects of the color blue include: Loyalty Affectionate Creativity Has the ability to inspire Inventiveness. Peacefulness and relaxation. Soothing. Calm

The negative attributes of the color blue include: Ambition. Snobbishness Impatience with the views and ideas of others Apathy. Emotional instability. Suspicion Inflexible in your beliefs Using reason to selfish and self-justified ends Conservatism (it can be both a positive and a negative)

**Add Some Blue To Your Life:** There are certain situations where you may find it helpful to add some of the color blue to your life. You may want to add blue

to your life: To help you communicate better. If you have throat issues If you are having trouble sleeping If you are having health problems with your ears, eyes or nose. If you have had a shock or otherwise need to calm yourself down. If you have a fever. If you want to feel at peace. If you want to relax. If you feel your energy is blocked and you want to open the energy flow in your body. To help you remember exam information or a speech (write it down on blue colored paper).

Indigo color has one of the longest wave lengths in the visible color spectrum. A mix of blue and violet, we see it in the deep blue of the night sky and in foods like blueberries and concord grapes. Like the color blue, indigo governs communication, either written or spoken. This color though is more about inward communication. Personal thoughts and reflections are governed by the indigo color as are insights and deep understanding. This color rules the mind, our reasoning ability and the intellect. It represents knowledge, dignity and intuition. On a physical level the colour indigo controls all of the five senses: the arms, hands, tongue, and vision. It also rules the intestines and lungs. The color indigo is associated with the pineal gland, located in the brain. The pineal gland is linked to the nervous system and mental abilities including our psychic ability. Indigo has an effect on balance and coordination, self-reflection, mental clarity and wisdom. It has a balancing influence on our frustrations and fears. The indigo color energy relates to our true understanding of life. When our indigo energy is balanced we are more able to understand the meaning of our lives and see the need to help others as part of our own spiritual growth. Suffering from excess indigo color energy in our lives can result in thinking you are above others spiritually or letting your ego get out of control. You can also have too little indigo energy and become fearful, oversensitive, undisciplined and a wishful thinker who never really gets it done. Someone who is drawn to the color indigo is "searching for an idealized harmony into which he can blend". This person would "seek to share a warm intimacy with a sensitive and understanding partner in an esthetic atmosphere of peace and love." On the contrary, someone who shows a dislike for an indigo color may be overcautious, impetuous and argumentative in their nature, with a desire to

let their ego take over. The colour indigo is a good color to add to a room where creative work will be done as it inspires our creative energies through intuition. It is perfect for a room where you like to contemplate quietly or meditate. It is not the best color for a larger room with multiple functions. There are both positive and negative personality characteristics associated with each color.

The positive aspects of indigo color include: Intuitive. Logical. Discernment. Enthusiasm. Cheerfulness Fearless. Fulfillment of duty. Practical Idealism. Helping Comforting nature. High intellectual faculties Strong reasoning Ability. Power of concentration. Good memory Among the negative attributes associated with the color indigo, if it is not in balance, are: Fear. Intolerant. Impractical. Judgmental Sees only the negative and dark side. Melancholy. Cynical Ruthless. Over-cautious. Impetuous. Argumentative

Physical symptoms like blurred vision or eye problems, headaches or nightmares may accompany the behavior. If you experience these it may be advantageous to add an indigo color to your life in some way (and obviously see your health practitioner if physical symptoms persist).

**Add Some Indigo Color To Your Life:** You may want to add indigo color in your life when: You want to develop your intuition. You have personal issues you need to focus on. You have problems sleeping. You want to calm your nerves. You have trouble hearing. You have issues with your skin. You want solitude You want to focus on inner communication and development You want to focus on a problem with a new perspective.

**Do Not Add Indigo:** When you are feeling depressed.

The color violet is a combination of the colors red and blue. While the color red is a hot, active color, blue is calming and cooling. Being a combination of these opposite colors, this deep purple color balances the focusing and expansive aspects of red and blue. It opens up our creativity and imagination and allows the energy of inspiration to flow through us. Because of this, it is the color associated with art and all artistic pursuits including writing, poetry and music. It is also the color of healers and psychics. Children tend to love the color purple and of course children

have a wonderful sense of imagination and creativity. Purple is considered the color of good judgment and of purpose. It is the color of royalty and symbolizes mystery and the mystical. From ancient times, the color purple has been considered the color of spirit and our spiritual nature. It is found in the auras of those who are seeking spiritual fulfillment and is said to help you feel peace of mind. For these reasons, violet is a good color to have around you when you meditate, whether it be a purple color gemstone such as amethyst or purple accents in the room where you meditate. On a physical level, the color violet governs the pituitary gland which the medical profession calls "the master gland" of the endocrine system. It gives energy to our lymphatic system and is said to help kill bacteria. Too much purple energy may express itself in a need to escape reality often by going into a fantasy world or by not accepting things as they are.

Among the positive characteristics associated with the color violet are: Mental strength. Inspirational leadership. Kindness. Fairness Humanitarianism. Self-sacrificing. Idealistic Ability to observe things which go unnoticed by others Introspective. Sensitive. Extremely creative. Tactful. Warm Demanding total honesty from others

The negative aspects of a dark purple color include: Feeling superior. Arrogance. Snobbishness. Disloyalty. Interest in black magic Temperamental. Indecision. Inconsistency. Aloofness

**Add Some Violet Your Life:** It may be beneficial to add the color purple to your life: When you want to rebalance yourself and your life. When you want to remove obstacles in your path. When you want to enhance your creativity and use your imagination effectively. To strengthen your spiritual values. To calm yourself. To re-energize yourself if you have been depressed. If you have emotional issues to work on.

**Do Not Add Violet:** If you are depressed or feel very out of balance. (Peaceful green would be a better color in this instance) While you are meditating, if you are just beginning to meditate.

The color pink is a combination of the primary color red with white. A pink

color is considered much more calming than red, but the level of calmness depends on the amount of red in the pink tone. Softer pinks are considered calmer, containing more feminine and young energy. Pink is the color of universal love and of romance. It evokes feelings of tenderness and caring. It is also symbolic of happiness and contentment, as in "tickled pink». The meaning of the color pink tends towards more gentle emotions than fiery red. It is the color of calm, of acceptance and relaxation. Pink is also the color of self-worth.

Add Some Pink Your Life: When you want to feel calm When you want to relax When you want to feel content When things seem too hectic Do Not Add Pink: When you need a boost of energy When you need a pick-me-up.

## **2.2 Vocabulary units in Uzbek with English equivalents**

It is a well-known fact that students recall words better when they read the definitions and draw their own pictures to represent them than when they read and write the words and the definitions. Tracing a picture of the definition produces better recall than writing the definition, and creating one's own visual image is more effective than tracing. Using colour in a number of ways produces similar results: students concentrate better, spend more time processing a word, and find learning more interesting and pleasant. Colour is useful in both learning and revising, as well as making students and teachers aware of the way they approach certain tasks. Neuropsychologists, for instance, give students four pens and have them work with each pen in a specific order for a specified period of time (red pen for three minutes, then blue for three minutes, and so on). The results reveal a good deal about how the students did the task, what was done first, second, or third . In teaching vocabulary to more advanced students of English, this technique might show what information they seek first when working with a dictionary: whether they look for definitions, equivalents in their own native tongue, example sentences, synonyms, or other information.

The most popular uses of coloured chalk or pencils are:

1. to practice spelling and pronunciation: underline or colour difficult letter or sound clusters (e.g., double consonants in accommodation or the sounds in thought); mark stressed syllables in longer words (luxurious); underline words in a passage that look nice or ugly to you; draw a picture representing a word you cannot remember; decorate the initial or final sounds/letters that cause difficulty; 2. to remember the word's grammar: underline concrete nouns in one colour and abstract ones in another; mark countable and uncountable nouns in a text with different colours; underline transitive and intransitive verbs; mark words which are masculine, feminine, or neuter in meaning; mark different parts of speech (nouns, verbs, adjectives, adverbs, prepositions) with colours; 3. to teach semantic categories and word differences: underline all words in a text connected with a given topic (e.g., health, food, travelling, etc.) with a coloured pencil; underline all words in a text associated with different ways of speaking (looking, walking, or smiling) in order to notice the differences in their usage; mark adjectives with positive and negative meanings with different colours; underline synonyms or antonyms of certain words; make colourful charts, mandalas, semantic maps, or idea sketches to practise vocabulary; 4. to practise morphology: colour all prefixes and suffixes in a passage and try to find out what they usually mean; underline the stem of given words to see that they are related (e.g., satisfaction, insatiable, unsatisfactory); use different colours to mark prefixes, stems, and suffixes of words on a list of derivatives (e.g., long, prolong, prolonged, prolongation, longitude, longish, longing, etc.);

5. to draw students attention to words and to stimulate discussion: let them express their opinions and preferences in a creative way; underline with different colours words which have happy/sad or nice/ unpleasant associations for you; mark words which are easy or difficult for you to remember or words you would like to remember after the class; colour all attractive/boring or useful/uncommon words in a passage. Apart from underlining or colouring words or letters, students can also improve their retention by colour coding (associating certain lexical or grammatical categories with particular colours); making coloured drawings or

symbols for words or grammatical categories to be used in the classroom on flash cards, cue cards, posters, and overhead transparencies; or using coloured discs to mark some features of words presented in pictures or magazine cut-outs (e.g., gender or countable nouns). Teachers can help students acquire more difficult items of vocabulary by using coloured chalk or by placing pictures or writing words on coloured construction paper. Students, on the other hand, can use colour in their notebooks and for dittos. Teachers will have their own ideas and will use colour to suit their own students' needs. Whether they introduce colourful flashcards, posters, or notes on the board, they may find them all helpful and enjoyable. The main advantages of using colour in the classroom include the following:

- Colouring words helps to concentrate on the task and extends the time and attention students give to each word to be learnt.

- Underlining words or decorating them with coloured pencils is an activity no student can get wrong, and the feeling of success is extremely encouraging for all students.

- Texts and exercises coloured with pencils look more familiar or personal to students and are much easier to work with than clean texts when revising the material.

Allowing students to make decisions about what is easy/difficult, interesting/boring, useful/useless for them and what they want/don't want to remember while underlining certain words with coloured pencils makes students feel responsible for their results. In most cases, such a feeling of control makes students aware of the good side of studying and they start working harder.

Finally, using colour in any way makes students and teachers more creative. Developing new ideas, drawing pictures, and playing with words make studying a pleasure rather than a cumbersome duty.

Do colours aid the memory for words?

In order to see if colours could enhance students' memory power, I conducted a short experiment. I asked 58 students to learn 20 English words and

their meaning within five minutes. The words were written individually on cards in five colours: blue, green, orange, red, and yellow. All words were connected with business and were most probably new to the students. Subsequently, students were tested on all the words. The results might mean that some colours drew more attention and helped students' concentration better than others. The words printed on blue or red cards were remembered the best while those written on green had the worst results. It is interesting that green, most students' favourite colour, was the worst memory aid. It's relaxing qualities could have had a distracting influence on students.

## **Conclusion**

Vocabulary is an important part of the English teaching process. It is supposed to be a very effective communicative device as it carries the highest level of importance within peoples' verbal interaction. However, language itself is not only individual lexemes put together, but it is necessary to follow a set of grammar rules to assure correct comprehension of speaker's intention. Therefore, vocabulary together with grammar rules acquisition plays significant role in foreign language teaching. The purpose of research paper is to find out the appropriate principles and methods for teaching vocabulary. The first part is devoted to the theory of vocabulary teaching and present techniques in the classroom. Practical part was realized in the classroom using different approach for each. The main goal is to assess the relationship between teaching approach and students' final knowledge, focusing on vocabulary load. Language with problems to integrate it within context, - conscious learning of rules does not lead to language acquisition, - communicative approach prepares students for real communication, students are not anxious about experiments with language and they are able to respond the context well.

In conclusion, first, teachers should prepare themselves for the following principles and methods of teaching vocabulary in FLTL, cause foreign language training will be more efficient.

## **Bibliography**

1. Allen, E. and Valetta R. 1972. Modern language classroom techniques. A handbook. New York: Harcourt Brace Jovanovich.
2. Mertz, B. 1995. FarbenCharakter–Schick Sal.
3. Niedernhausen/Ts.: Falken-Verlag GmbH.
4. Muths, C 1994. Farbtherapie. Munich: Wilhelm Heyne Verlag GmbH & Co.
5. Spaulding, C. 1992. Motivation in the classroom. New York: McGraw-Hill, Inc.
6. Williams, L. 1983. Teaching for the two-sided mind. New York: Simon & Schuster.
7. Witt rock, M., ed. 1977. The human brain. New York: Prentice-Hall.
8. Rogova, G.V., “Methods of teaching English”; M., 1970
9. Harmer, Jeremy, “the practice English language teaching”; London-New York; Longman, 1991