

EXPLORING DIFFERENT WAYS OF PRESENTING NEW VOCABULARY IN USING MODERN TECHNOLOGY

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Every language has an astonishingly large number of words. English, which has built its vocabulary from a great variety of source languages, is variously estimated to have anywhere from 100, 000 to one million words, depending in part on how words are counted. For example, some would treat *work*, *worker*, *working*, and *worked* as separate words while others would count all of them as part of a single root word from which all the others are derived.

Language classrooms have always used technologies of various kinds, from the blackboard through to the language laboratory. When it comes to electronic learning materials, we need to take into account the hardware, the software and the actual content such resources make available and the methodologies they promote. We provide concrete examples of resources to illustrate the use of new technologies in language learning which classroom teachers have found to be useful in supporting their students' language development. Thus, when students are learning a new language, frequency is not the only thing that makes words more accessible. The presence of cognates and borrowed words can also be exploited for vocabulary development.

Careful listening to the words may be a good option in teaching vocabulary items in a heterogenic classroom. "Let the students hear the word in isolation and in a sentence. If the sounds of the word have been mastered, the students will hear it correctly with two or three repetitions." Slow pronunciation without distortion will help. Breaking the word into parts and building up to the whole word will also be helpful. Here we can use different types of modern technologies in order to enlarge learners' new vocabulary. There is a great deal of designed material on the Internet and teachers and students are well advised to exercise care. Learners watch an animated story, paying properly attention to each word's pronunciation.

Software applications such as GarageBand provide opportunities for voice to be recorded, listened to and waveforms analyzed. For example, a teacher can record their voice on another track as they repeat and emulate the spoken language model provided on the first track. Students also can then record their own voice on another track as they repeat and emulate the spoken language model provided on the first track.

Pronouncing the word enables the students to remember it longer and identify it more readily when they hear or see it. The teacher should try to get the meaning to the class without using translation. This is not preferable on the ground that translation may or may not provide the meaning of the word accurately and precisely. It is advocated as it enables the class to go without grasping the meaning of a word that they have learned to pronounce rather than to depend upon the translation. Some slides, posters, pictures are useful tool to explain new words without translation.

There are some ways of presenting the meaning of new items.

-concise definition (as in a dictionary; often a superordinate with qualifications: for example, a dog is an animal which....) If learners work with the etymology and the derivate of the words, they learn a lot of words and word combinations.

- detailed description (of appearance, qualities...) If teacher tries to illustrate one of the pictures on the screen using Power Point Presentation, students can describe the picture in details, finding out suitable synonymic orders in depicting it.

-illustration (picture, object) Illustration of texts inhibits active visualization.

-demonstration (acting, mime)

-context (story or sentence in which the item occurs) –synonyms -opposite (s) (antonyms) –translation -associated ideas, collocations. Explaining all new items we can use different modern technologies in order to develop learners' vocabulary.

Learning and teaching new vocabulary is very interesting and the same time a bit difficult. Especially, learners have to know how to pronounce the new words and expressions. Here, we can use different educational technics; they help us to give necessary things to grasp. We can find attractive and appropriate input material and

build classroom activities around it. Internet access cannot be relied on within many classes. Teachers and learners may have access outside the classroom and they bring materials to class that they have downloaded elsewhere for use in the lesson. These materials can work wherever there is an appropriate player and do not require a direct Internet connection. Teachers can find something more relevant and bring this to the class.

Topic-based texts include highlighted words whose definitions can be found on the accompanying CD-ROM. This is a good opportunity for learners to widen their vocabulary and see grammar used in realistic contexts. Here we can use YouTube. YouTube is an online video site where you can find short video clips on a very broad range of topics. Videos can be downloaded and used on a stand-alone computer. Authentic materials can be useful on their own but can also be combined with either exercises or topics to explore, depending on the needs of the classes you are teaching.

In the concluding section, we can mention that teachers should engage with digital technologies. We tried to show how to learn new vocabulary using new technologies and how to build on that initial step to create ever more interesting and worthwhile materials.

Used literature:

1. Brian Tomlinson, *Materials Development in language Teaching*, Cambridge University Press, 2010.
2. Peter James, *Teachers in Action*, Cambridge University Press, February 22, 2011.

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TAQRIZ

Ushbu maqolada muallif talabalarga ingliz tilida yangi so’zlarni o’rgatishning turli xil usullari, yo’llari xususida ma’lumot bergan. Yangi so’z va birikmalar ustida ishlash mobaynida har bir professor-o’qituvchi bugungi kun talabidan kelib chiqqan holda, turli zamonaviy texnologiyalardan unumli foydalanishi ko’zda tutilgan. Har bir amaliy darsni yanada qiziqarli va mazmunli tashkil etishida bir qancha texnik vositalardan unumli foydalanish yo’llari va usullari haqida mazkur maqolada so’z yuritilgan.

Muallif so’z boyligini o’stirish darslarida har bir ingliz tilidagi so’z va iboralarni audio yozuv orqali tinglab-tushunish, shuningdek, talabalar nutqini yozib borish va qayta tinglashning afzalliklari haqida ma’lumot bergan.

Mazkur maqolada On-line, CD-ROM, You Tube, video lavhalarning til o’rganishdagi o’rni va ahamiyati xususida ma’lumot berishga harakat qilgan.

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