CONTENTS:

INTRODUCTION

We can see that nowadays teaching English is important and it is evident from our president's sayings that a great deal of attention paid to develop to this process. The president of the Republic of the Uzbekistan Islam Abduganiyevich Karimov speaking about the future of Uzbekistan underlines that" Harmonious generation is the future guarantee of prosperity"[1]. "It is our task, to prepare teach professionally component and energetic personal real patriots to see them in the world depository of science and culture. In this plan the national program about training personal was worked out on the formation of new generation of specialists with the high common and professionally culture, creative and social activity, with the ability to orientate in the social and political life independently, capable to raise and solve the problems to the perspective".[2] "Education provides creative inspiration for the spirituality of the people of Uzbekistan. It helps us discover the best abilities of the up and coming generation, while continuously improving the skills of professionals. Education helps elucidate and pass down the wisdom and experiences of the older generation to the younger .Young people, with their budding talents thirst for knowledge " begin to understand spirituality through education ".[3]

New higher educational institutions were established. The first law of educational system- "Law on education" of the Republic of Uzbekistan was adopted in 1997. Main purpose of this Program is to train independently thinking specialists. "Children are future of every country. What is good for the youth is good for the future of that country".[4] Therefore this year was announced as a year of "Healthy mother and child"

The qualification paper under review deals with the study of selecting materials for teaching vocabulary at the secondary schools. It presents a certain

---

[1] I.A.Karimov, "Kadrlar tayyorlash milliy dasturi", Toshkent, 1997 - p.35
[2] I.A.Karimov "Barkamol avlod orzusi", Toshkent, 1993, - p. 144
[3] I.A.Karimov Таълим ҳақида қонун. Toshkent, 1997
[4] I.A. Karimov "Uzbekistan is on the threshold of the XXI century ". –T: "Uzbekistan", 1997, - p.138

interest both for theoretical investigation and for practical language to the principles of teaching in primary classes of English language and on the other hand by the absence of widely approved principles of teaching English in our republic.

The object of the qualification paper analysis of modern methods and principles of selecting materials for teaching vocabulary at the secondary schools.

The aim is the study of the specific features of selecting materials for teaching vocabulary at the secondary schools and usage of it practically.

Tasks put forward according to this general aim are:

1. To give information about the teaching language skills in primary classes.
2. To give deep view of methods of teaching receptive and productive skills in primary classes.
3. To study the methodology of teaching English in Uzbek schools and importance of using interactive methods in this process.
4. To analyze some methods of selecting materials for teaching vocabulary at the secondary schools.
5. To define some interactive methods of teaching vocabulary in the primary classes
6. To share the methods and techniques of teaching vocabulary at the secondary schools

Hypothesis of the research is identified by the study of selecting materials for teaching vocabulary at the secondary schools basing on well learnt sphere of teaching methodology and using analytical analysis of modern teaching principles. The methods of investigation used in this qualification paper are analytical and comparative analysis.

The novelty of the research is defined by the usage of interactive methods and the consideration of the peculiarities of mother tongue in teaching foreign language.

The theoretical value of the qualification paper is that the materials and the results of the paper can be used in theoretical courses of methodics.

The practical value of the research is that the materials and the results of the qualification paper can be used in practical courses of methodics of teaching English.

The structure of given qualification paper consists of introduction, three chapters conclusion and bibliography.

CHAPTER I Theoretical background of teaching language skills at the secondary schools

1.1 Teaching receptive skills at the secondary schools

Teaching listening comprehension

Listening comprehension is one of the speech activities. By listening the pupils receive the information and can communicate in English. As I.Yakubov stated: "Sometimes listening comprehension is called auding. Listening comprehension and auding are the same activities. Therefore we can say teaching listening comprehension or teaching auding.

Listening comprehension is one of the main parts of speech. Listening is to comprehend the speaker's speech from the people, from the teacher, from the radio, tape, TV and get information. Listening comprehension is one of the most important parts of speech in getting information and communication. It is impossible to communicate and give answers to the others without it. Listening comprehension is very helpful in teaching speaking and writing and is closely connected with them. If pupils' ability is good at comprehending, his speaking will also be good or vice versa".[5] The research shows that listening comprehension is less developed in pupils than the other activities of speech so we can say that it is the most difficult activity of speech.

It is evident that the pupils get the information by reading 6 times more than when they listen to the information. Listening comprehension is especially useful in teaching to make up dialogues. Due to the pupils cannot see or read recorded tape, They should listen it attentively, receive the form of the words, word combinations, understand, comprehend the content and memorize them quickly.

There are standards on listening comprehension in the programs. Teaching listening comprehension is both a means and aim by the standard. According to the standard pupils must get information (comprehend) when listening only one time.

---

[5] I.Yakubov, "Comparative methods of teaching English at schools, lyceums and colleges", Tashkent, 2014 – p.91

The normal speed is to understand 250- 350 syllable - text, speech words or 120 word texts, speech in a minute. According to this standart, pupils of form 1, 2, 3, 4 should listen and differ sounds, comprehend the class expressions in English and comprehend the speech, the text which consists of 50 words in a low speed at the end of the school year.

Teaching mechanisms of listening comprehension play a great role and by the mechanisms of listening comprehension are understood with what we must teach the listening comprehension. According to "Comparative methods of teaching English at schools, lyceums and colleges" by I. Yakubov the mechanisms of listening comprehension are 13. "They are 1) sounds; 2) sound combinations ; 3) words; 4) grammar; 5) sentences; 6) tunes; 7) questions 8) memory; 9) habits 10) skills; 11) reception 12) comprehending 13) interpreting"[6]

Auding, listening comprehension is based on 5 factors at school.

1. Listening, recepting, perception

2. Comprehension

3. Predicting

4. Memorizing

5. Interpreting

In perception the speech is listened, intonation is determined, the words, sentences are understood therefore the process of it consist of 1) perception 2) comprehension 3) predicting 4) interpreting

The comprehension has degrees.

1. Fragment comprehension - comprehension of some words, word combinations

2. Over- all comprehension - superficially comprehension

3. Deep comprehension - comprehension all the facts, information

4. Critical comprehension

---

[6] I.Yakubov, "Comparative methods of teaching English at schools, lyceums and colleges", Tashkent, 2014,- p.94

The last step of listening comprehension is interpreting and retelling the opinion critically. G.V.Rogova thinks the pupils' skills in listening comprehension are gradually developed and divided into these steps:

"**Step 1.** Pupils listen to short easy texts from the teacher supported by visually

Step 2. Pupils learn to listen short easy texts from the teacher without visual "props".

Step 3. They learn to listen short easy texts in the recording without visual "props".

Step 4. Pupils learn to listen from the teacher longer texts supported by visually.

Step 5. They learn to listen from the teacher easy longer texts without visual "props"

Step 6. Pupils learn to listen easy longer texts in the recording supported by visuality

Step 7. They learn to listen easy longer texts in the recording without visual "props"

Step 8. Pupils learn to listen texts containing unfamiliar linguistic material from the teacher supported by visuality.

Step 9. They learn to listen texts containing unfamiliar linguistic material from the teacher without visual "props".

Step 10. Pupils learn to listen texts containing unfamiliar linguistic material supported by visually (sound film- strips and films of educational value and amusing) in the recording.

Step 11. Pupils learn to listen texts more difficult for perception, containing unfamiliar linguistic material in the recording".[7]

---

[7] G.Rogova Methods of teaching English Moscow, 1983, - p.166-167

The context which is to listen must be strange, interesting, have new information, and only the words, sentences must be familiar. The teacher should aud and interpret the speech with unknown content.

The pupil gets less information by listening and listening than by reading. The teacher should begin teaching listening with the monologue or short texts. Then the teacher may begin with the dialogue.

Teaching listening comprehension process I.Yakubov divides into 2 stages:

"**1 stage:** Preparatory stage to teach listening

The teacher chooses the text, prepares the speech taking into account the pupils age, knowledge, class, the learning materials. The teacher determines the unknown words, grammar and explains them to the pupils. So the teacher develops the mechanisms of listening. In this step the teacher prepares the pupils to comprehend the speech, monologue, dialogues, does exercises. The teacher prevents linguistic and extra- linguistic difficulties by means of exercises, prepares the techniques and first of all listens to the text himself or herself.

2 stage: This is the main stage. Conducting listening and auding the monologue, the dialogue.

The teacher arranges it in the following order:

1. If there are unknown words except explained beforehand the teacher writes the unknown words, places, names and their translation on the blackboard.

2. Listening. The teacher can read the text to the pupils or the text can be recorded or retold.

The pupils listen once. The following tasks may be suggested to draw pupils attention to what they are listening.

a) Listen and try to grasp the main idea of the text

b) Answer the questions

c) Listen and give a short summary of the text in Uzbek or English.

d) Give a title to the text

e) Make a plan

These tasks will be given to forms 1, 2, 3, 4, 5, 6 before listening. The teacher should direct the pupils' attention to what they are going to aud.

3. To do exercise which helps to understand the content of the text such as where was it? Who was he or she? What was he or she? When was it? What has happened?

4. If it is necessary the pupils can listen to the text again.

5. The check of the comprehension of text. The teacher uses exercises. The exercises will be useful. The teacher checks the pupils' comprehension by asking questions".[8]

We can suggest here some other exercises, questions that may be used for checking pupils' comprehension:

- Retell the first passage of the text in English or Uzbek
- Continue the text and finish it
- Define the facts in the text;
- Divide the text into the parts according to the plan;
- Answer the questions in Uzbek or English;

Exercises which help to develop auditory memory are to repeat the sentences, to listen to 2 sentences and find the missing part; to conduct a dictation by listening once. Drill exercises are not enough to teach listening and listening comprehension. They are designed to acquire only the first stage of this speech activity. These exercises develop pupil recognizing the words, listening, understanding the meaning, listening and memorizing skills.

To achieve the main communication aim the teacher uses the first stage and the exercises in the second stage. They develop the observation skills or getting information from the text by listening. The main aim of these speech exercises is to teach listening, the oral speech without translation. Such exercises direct the pupils' attention to the content of the speech.

---

[8] I.Yakubov, "Comparative methods of teaching English at schools, lyceums and colleges", Tashkent, 2014,- p.97

In doing some exercises, checking up of the pupils' comprehension, the pupils' participation, exercise-conducting, conditions play the important role.

Teaching reading

One of the main important activities of speech is reading. Reading in the English language is to be able to read, to pronounce aloud, silently seeing letter combinations, words, word combinations, sentences and understanding comprehension the content of the read text. Reading is with the help of unknown and known language materials to understand the unknown content of the text. Reading connected with the language materials as phonetics, lexics, grammar.

The comprehension of the content of the read text is impossible without knowing these language materials. The pupils by reading develop phonetics, lexics, grammar and learn, study the practical language. Reading helps to read the interesting stories independently at home and in future after schools, lyceums and colleges.

"Reading is a source of getting information. Therefore in teaching reading much attention are paid for getting the new information. Reading is closely connected with the other speech activities, such as listening comprehension, speaking, and writing. When the pupils consolidate, assimilate the pronouncing, reading words, sentences they can recognize the words, sentences in listening and comprehend them. In other way the pupils cannot comprehend listening and speech material. Reading is a source of speaking, writing information. By reading the pupils gather, prepare information for speaking and writing. By reading the pupils get acquainted with the structure of the sentences, the usage of the words, word orders in the English sentences. These help to make up the speaker to speak, to write minds in English. By reading the pupils gather information for writing and know how to write minds in English.

Reading texts in the English language is a great educative and general cultural value to the pupils. The texts acquaint the pupils with the life and achievements of the peoples' as well as with the literature, history, geography,

culture, manners and customs of the people and countries of the language studied".[9]

We must not forget that teaching reading at schools, lyceums and colleges have different approaches and features. Therefore teaching reading and reading in the English language play a great role in teaching the English language and is paid much attention to it. In teaching reading in English the content of reading must be defined according to the aims beforehand. The content of teaching means what we, the teachers must teach on reading activity.

G. V Rogova stated the following content of teaching[10].

"1) The teacher can associate the graphic system of the language with the phonic system of the language.

2) The reader can find the logical subject and logical predicate of the sentences.

The man there is my neighbor.

There were many people in the hall.

It was difficult for me to come in time".

I.Yakubov divided the content of teaching reading into 3 types:

"1.Reading letters, words, sentences.

2.Finding the logic subject and the predicate in the sentences

3.The comprehension and understanding the content, the information of the read text".[11]

According to the content, the requirements of teaching reading in English reading is conducted, taught, studied at schools, lyceums and colleges. The school requirements on teaching reading in English for primary classes are:

1. Reading, pronouncing correctly letters, letter combinations, words and sentences.

2. Reading texts consisted of 20-40 words

---

[9] Cameron, L. Teaching languages to young learners. Cambridge: Cambridge University Press, 2001,- p.137

[10] G.V. Rogova. Methods of teaching English. – Moscow, 1983, - p.199

[11] I.Yakubov, "Comparative methods of teaching English at schools, lyceums and colleges", Tashkent, 2014, - p.119

3. Reading the texts aloud and comprehend the content of the text.

4. The words are known but the content of the text must be unknown.

5. The pupil's task is to comprehend unknown content of the text with the help of known language materials, words, grammar.

6. The whole text is read aloud by the pupils, reading sometimes in chorus.

Teaching reading has also its mechanisms. Without teaching reading mechanisms we cannot teach reading. They are:

1) letters, 2) letter combinations, 3) words, 4) word combinations, 5) stress, 6) intonation, 8) guessing the unknown words meanings, 9) the speed of reading and the forms of reading, 10) types of reading.

The teachers must teach them.

Without teaching them we cannot say that we taught reading in English. The mechanisms of reading are taught in teaching the technique of reading.

Reading has types, forms and speed. In teaching reading the teachers must know them. G.V.Rogova offered three types of reading at school:

"1) Diagnostic reading (pupils read and can see their weak points in reading)

2) Instructive reading (pupils follow the patterns reading by the teacher or by the speaker)

3) Control reading or test reading (pupils read the text trying to keep as close to the patterns as possible)".[12]

There are 3 types of reading:

1. Scanning reading

2. Reading in details.

3. Skimming reading.

In scanning reading all the words are known for the pupils of primary classes but the content of it is unknown. The task of the pupils is with the help of known,

---

[12] G.V. Rogova. Methods of teaching English. – Moscow, 1983, -p.207

unknown words, word combinations to comprehend the unknown content. The pupils will get, comprehend till 80-90% of the information by this type of reading.

In reading in details the pupils together with the content learn, study the usage of the words, facts, details of the text. The pupils find facts, detail information, interesting passages and retell them in English. The pupils know the content deeply. In skimming reading- the pupils look through the text quickly silently to get, to find the unknown elements of the text and to get superficial very short information about the text. In all the types of reading the contents of the texts must be unknown. If the contents are known the pupils will not read the texts. We know many types of reading in English but we don't write these types here.

There are four forms of reading in English.

1. Aloud reading.

It is used for teaching the technique of reading and for fluently reading. It has own features.

2. Silent reading (reading silently). It is used for teaching to comprehend, to understand the contents of the read texts in forms 5, 6, 7, 8, 9 and at lyceums and colleges.

3. Individual reading.

It may be aloud and silently in the class room, at home.

4. Reading in chorus.

It is much used in forms 2, 3, 4 for teaching the technique of reading. Some difficult pronounced words, sentences are read in chorus.

Teaching the technique of reading is closely connected with the teaching comprehension of the content of the read text. When the pupils do not know the technique of reading they cannot read the text and comprehend the content of it. To know the technique of reading in English means to be able correctly, fluently and expressively to read texts in English. The pupils must consolidate, improve the technique of reading for the most part in the 2nd, 3rd, 4th, 5th and 6th forms. The teacher must acquaint the pupils with the English alphabet from the

2 nd year, teaching them to recognize and name the letters and read with correct intonation, rhythm. The teacher will give in Uzbek very short and simple explanation concerning phonetics and compare the names of the English and the Uzbek letters. Therefore teaching the technique of reading is important. The technique of reading is being able to find sounds, sound combinations for seeing letters of the words and pronouncing, reading them correctly aloud, silently.

I.Yakubov offered 3 methods for teaching the technique of reading:

"1. The phone method

At first the teacher shows the sounds then its symbol-the letter is showed. After it the teacher reads the letter. The pupils read, repeat in chorus. Such as:

From letter to sound. Bb – [b]

From sound to letter.   [b] – Bb.

2. The word method.

The teacher reads the word and the pupils repeat reading it individually, in chorus.

3. The sentence method.

The teacher reads the sentence the pupils will read, repeat reading it individually, in chorus".[13]

Teaching the technique of reading includes itself teaching the stress of words, the tunes and intonation of reading. In teaching the stress of words the teacher puts the stress in the words or shows the pupils on the blackboard or in the card, reads himself and the pupils will read, repeat individually, in chorus.

1.2 Teaching productive skills at the secondary schools

Teaching speaking

As pupils exchange information by speaking, it can be one of the main speech activities. Speaking plays a great role in teaching English language.

---

[13] I.Yakubov, "Comparative methods of teaching English at schools, lyceums and colleges", Tashkent, 2014,- p.125

Without speaking the communication cannot be conducted. Speaking takes 30% of speech. Speaking is the best means of consolidation, assimilation of elementary linguistic English knowledge, cultivating habit and creating skills. The pupils of schools, lyceums and colleges will be able to use in speaking units of English language or expressions, words, word combinations, sentences.

They will assimilate actively and lastingly. Progress in speaking an English language is obviously impossible without the gradual assimilation of phonetics, vocabulary and grammars of the English language. It is advisable that the teaching of speaking should begin from the very first lessons. Teaching speaking is closely connected with the other speech activities such as listening comprehension, reading and writing. Listening comprehension and speaking are combined into oral speech and conduct oral speech communications. Without listening comprehension speaking cannot be created. After listening and getting information we, the pupils can give the answers for the questions by speaking. By listening comprehension the pupils will know, get acquainted with words, word combinations, sentences and their pronunciation which seriously needs for speaking.

Speaking is also connected with reading. By reading the pupils get new information, contents. This information is used in speaking. By reading the pupils also consolidate, assimilate the pronouncing of words, word combinations, intonations. For speaking they are needed, they help to teach speaking. Speaking is closely connected with writing too. Writing helps to memorize information and helps to speaking. So we can say speaking helps to teach listening comprehension, reading and writing. Without connections of the speech activities speaking cannot be taught, learned, and studied. Listening comprehension, speaking, reading, writing supplement each others in teaching English language. Speaking is divided into monologic, dialogic, polylogic speeches. The monologic, the dialogic speeches are taught at schools, lyceums, and colleges. But the polilogic speech is not taught there.

"Teaching speaking must be conducted, organized according to the requirements of the programs. Every institutions, schools, lyceums, colleges have their own programs and their own requirements on teaching speaking. These requirements of teaching speaking are written in the programs. The teachers must know them, and they must teach speaking according to them. The requirements on teaching speaking at schools for pupils are as follows:

For the pupils of form 1, 2, 3, 4

1) Being able to make up a dialogue consisted of 3, 4 replics with the learned studied words, grammars, phonetics.

2) Being able to take part in short conversations

3) Being able to make up a monologue consisted of 5-6 sentences with the learned, studied words, grammars, phonetics".[14]

Teaching speaking has the mechanisms. Without them teaching speaking can not carry out or organized or taught. They are: pronouncing sounds, sound combinations, words, word combinations, sentences, intonations, stress, tunes, questions. The teachers must teach them beforehand. The pupils must pronounce them correctly. When the pupils are able to use truly them, they will only pay attention to the content of speaking.

The monologic speech of the pupils must consist of 5 sentences in forms 1, 2, 3, 4. The pupils speech units, sentences in the monologue will be simple, free, some enlarged sentences.

I.Yakubov offered 3 stages in teaching monologue:

"1 Stage: preparing stage.

Here the teacher chooses the theme, words, word combinations for the themes and teach them.

2 Stage: Making up micro monologue by learned, studied language materials.

3 Stage: Making up free, independent monologic speech".[15]

---

[14] I.Yakubov, "Comparative methods of teaching English at schools, lyceums and colleges", Tashkent, 2014, - p.104

The dialogic speech is one of the forms of speaking, 2 speakers take part in the dialogic speech. Without it the conversation cannot be carried out. It has own features, difficulties which influence into teaching dialogic speech.

There are some requirements for primary classes' speech.

The pupils of forms 1, 2, 3, 4 must be able to take part in 1, 2, 3, 4 replicas. A response unit is a unit of speech between two pauses. It may consist of more than one sentence.

For example – Where is the pen?

– There, on the table.

An inducement unit is a unit which must be a stimulus, a motivation for a dialogue. The second last response unit is a unit of doing response, answering the replica of the inducement unit.

G.V. Rogova divided teaching dialogue into units:

"Response ----- inducement ----- response.

She offered to share teaching dialogue into 3 stages.

1. Receptive stage.

2. Reproductive stage.

3. Constructive stage (Creating stage)".[16]

In the first stage the pupils will listen to the dialogue with the help of the different aids.

In the second stage the pupils will repeat, reproduce the listened dialogue.

In the third stage the pupils themselves will make up their own dialogues.

I.Yakubov offered 3 stages of teaching dialogic speech

"Stage 1: Preparing stage. The teacher chooses the themes. The language (phonetic, grammar, lexic) materials are selected, aids, equipments are prepared.

Stage 2: Teaching to make up short micro dialogues on the basis of the given, said, read example dialogues.

---

[15] I.Yakubov, "Comparative methods of teaching English at schools, lyceums and colleges", Tashkent, 2014,-p.107

[16] G.V. Rogova. Methods of teaching English. – Moscow, 1983, - p.218

Stage 3: The pupils make up their own independent dialogues".[17]

The following exercises for developing monologic speech can be introduced:

1. Substitution tables containing affirmative sentences, exercises in filling the blanks

2. Learning by heart short poems, passages of prose

3. Finishing sentences (the teacher begins a sentence the pupils finish it)

4. Making up sentences asking given words

5. Reproduction by key words

6. Shortening – extending texts

7. Retelling texts

8. Translating connected texts into English

9. Retelling by the analogy with the text read

10. Describing pictures.

Question and answer exercises constitute the prevailing form of conversational practice in all forms, classes, in courses. Question and answer exercises must be conducted systematically. The pupils must be perfectly familiar with three kinds of questions and specially trained to answer each question. The prepared dialogue is a valuable and important form of work. It prepares for the unprepared dialogues. Teachers should try to teach the pupils to make up the unprepared dialogues. The dialogues may be prepared in class (the pupils being given a few minutes for preparation) or prepared at home.

Prepared speech

a) Statement of the pupils on duty

I am on duty today.

My name is …

Today is …

---

[17] I.Yakubov, "Comparative methods of teaching English at schools, lyceums and colleges", Tashkent: 2014; 110 p

b) Oral communication based on a text previously dealt with close to the text retelling. It is a main form of work in classes 1, 2, 3, 4.

The procedure of the explanation of a sound

1. The teacher shows the card and pronounces as new sound several times. It is recommended when pupils have difficulties to understand sounds.

2. The teacher pronounces the word "a pen" shows the picture or an object a pencil. Then he explains in the native language the positions of the organs of speech, mainly trying to draw the pupils' attention to the most essential features of the sound.

3. He compares the English sound if it is difficult with the sound of the native language, again he uses the native language for his explanation and the new word.

4. Then he pronounces the new sound again and again.

5. Frontally the teacher asks the pupils to pronounce the sound or word in chorus after him.

While the pupils pronounce the sound the teacher listens to them trying to catch any mistake and corrects it.

6. The teacher asks some pupils to pronounce the sound or the word individually, again he tries to catch the pupils' mistake and corrects it;

7. If the sound was introduced separately, after it for assimilation, the teacher gives some words with this sound.

8. Then the teacher includes the new word or words according to the model, sentences and pronunciation.

Give me a book, a notebook.

I see a book, a notebook

This is a book

I see a book

9. The teacher asks the pupils to pronounce them after him in chorus.

10. The pupils pronounce individually.

11. The teacher pronounces some words several times in which a new sound occurs.

12. He pronounces again and again the words that the pupils may listen to the pronunciation of the new sound.

13 The teacher asks the pupils to pronounce the words after him, first in chorus, then individually, following her or his pronunciation attentively.

14. Then the teacher gives some sentences using the new words, pronouncing them several times.

This is a boy, a toy

I see a boy, a toy

Asks the pupils to pronounce the sentences after him in chorus and individually.

Teaching writing

Writing in the English language is one of the main and the most difficult type of speech activities. We must distinguish the written speech and writing. The written speech consists of reading and writing. Teaching writing has a positive influence on forming different kinds of speech activities. Writing helps to consolidate, to assimilate letters, vocabulary and grammar. Writing develops habits and skills in pronunciation, listening, speaking and reading. The practical value of writing is great because writing can fix patterns of all kinds of language materials such as letters, words, phrases, sentences in the pupils' memory. It influences a powerful effect on the pupils mind, thought. The information are exchanged and fixed with the help of writing. The pupils give and get, receive information by writing in English. Writing influences, influenced, will influence much for the developing of the humanity all over the world.

Out of that writing existed, exists all the historical poems, novels, stories, scientific thoughts and minds are kept, saved. The humanity, the mankind of the world can read, know this information by writing. If writing was not created we

couldn't know about the history anything. Therefore writing is an important speech activity, it is necessary to teach.

By mechanisms of writing is understood with the help of what writing is carried out. N.I. Jinkin defined 2 mechanisms of teaching writing.

1) With letters making up words

2) With words, word combinations making up, creating written information.

We consider that the mechanisms of teaching writing include into itself letters, letter combinations, words, word combinations, graphic, punctuation, orthography, calligraphy and expressing thoughts in the written form, memory. Without of them the communication in the written form is not carried out. Every teacher who works at schools must know the requirements of the programs in teaching writing in English. According to them teaching writing in English is conducted, organized. The school requirements on teaching writing in English in forms 2, 3, 4 are as follows:

1) To be able to write letters, words

2) To be able to copy out the texts, exercises.

3) To be able to do exercises in the written form in class, at home.

"Writing itself in English and teaching writing in English have features, difficulties. They must be taken into account. These features, difficulties influence into teaching writing in the English language.

English writing features are:

1. Letter-combinations can give one sound

Shelf [s], book [u].

2. Polysemy of letters can give different sounds-

Beds[z], backs [s].

3. Synonymic letter symbols of the different letters can give the same sound

Cap, kite, quick, clock [k]

4. Some letters are not read at all but are written

Table, half, hour, listen."[18]

Teaching punctuation conducts while teaching graphics, orthography and calligraphy. Now it is recommended to teach to write the printed letters. If we teach pupils the written letters they will have some difficulties in reading the printed letters in the texts. We must mention that one of the main features of teaching writing in English is the connection of writing with reading or teaching writing with teaching reading in English. While teaching writing we, the teacher teaches writing together with teaching reading letters, letter combinations, words because the pupils must know what they are writing and how to read them. According to them the pupils will write and read the letters, words, sentences.

Teaching writing English graphics must be conducted so:

1) The teacher explains the rules of writing letters, letter combinations to the pupils on the blackboard practically

2) The teacher reads the letters, letter combinations.

3) The pupils repeat after the teacher.

4) The teacher asks the pupils to copy out or to write the letters into their notebooks.

5) The teacher writes the words with letters and asks to read the pupils.

6) The pupils read the words.

7) The teacher asks the pupils to write or to copy out these words into their notebooks.

When the pupils know pronouncing, reading them they can write what they are listening, especially in dictation and writing the listened speech. The pupils can read themselves the written speech, texts much time in class, at home, in future. Therefore together with teaching writing and reading them are taught.

---

[18]Brown, D.H. Principles of language learning and teaching (3rd edition). Englewood Cliffs, NJ: Prentice Hall., 1994, - p.192

Teaching the orthography is the most difficult one, because English orthography is based on the historical principles. In teaching English orthography words, the rules are used, are explained.

1) First of all teaching writing such word in which the number of the letters is coincided with the numbers of pronouncing, reading sounds - pen, sit.

2) Then the teacher teaches how to write the difficult words in which the pronouncing reading letters are not coincided with writing. We mean here two letters are read by one sound or letters are not read – school, take, acquire

The process is so:

1. He or she explains the features the difficulties of writing the words, warns of it.

2. He or she writes the letters and words on the blackboard underlining the difficulties.

3) The pupils read it because they know how to read letter, letters combinations

4) The teacher corrects mistakes in writing and reading.

5) The pupils copy out, write the word from the blackboard.

I.Yakubov offered 5 principles of teaching English orthography which teachers must take into account.

"They are:

1) The phonetic principal when the numbers of the written letters of the words are coincided with the numbers of pronouncing, of reading sounds of them = a pen {pen}

2) Morphological principle the letters when are not read pronounced but are written - Listen, takes, plate

3) The historical principle , it is connected with the history of the words one - {one} put {put}

4) The marks are used in writing they give the meanings. Book's – books'

5) Principle when the words are pronounced identically way, but are written difficultly bear - bare   flower - flour, sea – see".[19]

In teaching the orthography especially the difficult writing words the teacher asks the pupils to write them several times to remember, to memorize their writing without mistakes. The pupils of the third and fourth stages try to make up the speeches orally and write them with their own and studied words, and with their own thoughts, minds. Teaching writing in English begins from forms 2, 3, 4 and continuing further in forms 5, 6, 7, 8, 9 while teaching English. Teaching the technique of writing is used more in forms 2, 3, 4. There some foundation is put for it. Teaching to express thoughts is used more in forms 5, 6, 7, 8, 9. The written control work plays a great significance in teaching writing in English. They help to consolidate, to assimilate writing skills and habits of writing in English and to check up the pupils' knowledge on writing in English. They are conducted on the techniques of writing in English and on the expressing thoughts in English in written form.

They are:

1) Control works on the technique of writing in English.

a) Writing words by dictation.

b) Writing spellings.

c) Copying out the exercises.

d) Writing dictations and etc.

2) Control works on expressing thoughts minds in English.

a) Writing exposition.

b) Writing compositions.

c) Writing the description of the pictures.

d) Writing themes, topics, stories.

e) Writing letters in English.

---

[19] I.Yakubov, "Comparative methods of teaching English at schools, lyceums and colleges", Tashkent, 2014, - p.143

f) Writing annotations.

The teachers of schools can choose, change, and create the new control written work, according to the conditions, ages, classes, knowledge, professions of the pupils. In forms 2, 3, 4, 5, 6 the control written works on the technique of writing are used. Writing dictations has a significant role in teaching in the primary classes. There are the following types of dictations in English.

1. Visual dictation - the teacher writes a word or a word - combination or a sentence on the blackboard. The pupils are told to read it and memorize its spelling. Then it is rubbed off and the pupils write it from memory.

2. Dictation drill - the teacher dictates the word or a sentence. Then the whole class writes into their notebooks. Then one of the pupils writes it on the blackboard or the teacher takes one of the pupils' notebook, corrects his mistakes, after that the pupil writes the sentence on the blackboard, the other pupils correct their mistakes.

3. Self dictation - pupils write from memory poem or rhyme or a passage of the text learnt by heart.

4. Creative dictation or written reproduction. The teacher reads a story. Checks up the comprehension of it through questions, then reads again. After that the pupils write everything they have grasped.

5. An oral dictation - first the teacher reads the whole dictation, then he dictates sentence by sentence and the pupils write. It isn't recommended to repeat each sentence more than twice. The number of words in the 2, 3, 4 forms are about 10-20 words.

The pupils must be well prepared in the subject before they are given a test. It is important to determine the amount of material that might be included into the test. The size of test depends on the grade and the character of the material itself. In forms 2, 3, 4, 5, 6 the test requires various from 15 to 20 minutes.

CHAPTER II Methodological approaches to teaching vocabulary at the secondary schools

2.1 The importance of teaching vocabulary at the secondary schools

Broadly defined, vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations - or ever use them ourselves as we speak and write (Kamil & Hiebert, in press).

Adding further complexity, in education, the word vocabulary is used with varying meanings. For example, for beginning reading teachers, the word might be synonymous with "sight vocabulary," by which they mean a set of the most common words in English that young students need to be able to recognize quickly as they see them in print. However, for teachers of upper elementary and secondary school students, vocabulary usually means the "hard" words that students encounter in content area textbook and literature selections [3, p.225].

For purposes of this booklet, we define vocabulary as knowledge of words and word meanings in both oral and print language and in productive and receptive forms. More specifically, we use vocabulary to refer to the kind of words that students must know to read increasingly demanding text with comprehension. We begin by looking closely at why developing this kind of vocabulary is important to reading comprehension.

If a person wants to say something, read something, listen to something, be something then he needs to have a great vocabulary. That is the bottom line of the story.

Teaching vocabulary requires nurturing a clear understanding of words to know what is actually being said. Students need to be able to carry this knowledge over into the real world in phrases and sentences. Merely repeating words like a parrot will not assist them in what they're trying to say.

If we merely throw a series of words at students and expect them to stick, then we have taught them virtually nothing. We have to find meaning behind each word so that they can fit them together and build sentence structure (grammar) and therefore create complete thoughts and expressions.

Robert Lado (1955) talked about patterns of difficulty in vocabulary teaching. He highlighted key issues related to words, the native language factor and about patterns. He even analyzed Spanish, French and Mexican patterns of difficulty in their respective vocabulary items. He stated that while dealing with vocabulary one should take into account three important aspects of words - their form, their meaning and their distribution - and one should consider various kinds of classes of words in the function of the language. He said that the forms, meaning distribution and classification of words are different in different languages. He revealed that these differences might lead to vocabulary problems [23, p.23].

Vocabulary is the knowledge of words and word meanings. As Steven Stahl (2005) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." [22, p.150] Vocabulary is simply the ability to know the meaning of words and use those words in context.

The truth is, and the research shows, students need multiple and various exposures to a word before they fully understand that word and can apply it. They need also to learn words in context, not stand alone lists that come and go each week. Of

course the way we learn words in context, or implicitly, is by reading, then reading some more.

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.

According to Michael Graves, 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 [28, p.70].

Components of vocabulary instruction:

It was concluded that there is no single research-based method for teaching vocabulary. It is recommended using a variety of 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

–   Contextual Analysis

The 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 [5, p.351].

Word-learning strategies include dictionary use, morphemic analysis, and contextual analysis. For students 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.

Visnja Pavicic dealt with a way to improve students' abilities to explore, store and usage of vocabulary items. He determined the role of vocabulary teaching and how

a teacher could help their learners. He laid emphasis on self initiated independent learning with strategies, in which formal practices, functional practices and memorizing could be included. He said that the teacher should create activities and tasks to help students to build their vocabulary and develop strategies to learn the vocabulary on their own [18, p.49].

Teaching vocabulary skills requires vocabulary instruction that is understood in terms of the following:

Reading vocabulary - words are imperative in understanding the context and the content in reading materials from flyers, books to school textbooks.

Verbal/Speaking vocabulary - children from pre-school to secondary school have an accrued vocabulary list of words that are used in generic conversation and more directed communication.

Writing vocabulary - students learn how to start with the basics of writing sentences to the complexity of constructing research papers and reports.

Listening vocabulary - in earlier grades, students are engaged in active listening skills that contribute new words to their vocabulary. As students transition from grade level to grade level, vocabulary words gained from active communication increases or decreases dependent on the student's intention to learn new words and use them and the teacher's ability to facilitate the learning of new worlds [8, p.221].

Teachers can use specific vocabulary learning objectives in teaching reading vocabulary to students from elementary to secondary grade levels. Teaching strategies can range from simple activities to more complicated project collaborations for students.

Pre-reading vocabulary lists - teachers can have students create pre-reading vocabulary lists when new material is introduced in the classroom or during prescribed reading times during class.

Spelling assessments - assigning students weekly or daily vocabulary lists for assessments not only increases the student's vocabulary, but also their ability to spell words correctly.

Comprehension word walls - teachers can assign each student a word of the day and have each student look up the definition of the world and post the word and its meaning on a designated word wall. Building comprehension increases a student's ability to understand what they're reading.

Multiple word contexts - when students can see words used in a diversity of contexts, then it will enhance their ability to retain the world and use them in different reading experiences.

Journaling vocabulary words - having students put a word a day in their journals is great, but having them use the word in active writing assignments is even better for word usage and retention.

When students are taught new words, they need to understand these essential principles:

Meaning of the word - what's its definition?

Context - how can this word be used in real life? What situations can it be used in and what are the facts that surround this word, phrase or sentence?

Spelling - make sure they spell the word correctly by holding spelling tests and spelling the words out loud. Don't let them confuse homonyms i. e.: bare and bear, see and sea, cell and sell etc.

Pronunciation - how will they say this word? Will the sound they produce be stressed correctly and to the standard of speech?

Grammar - where will this word fit in sentence structure? What role will it play in parts of speech ie: verb, noun, adjective, adverb etc?

Stress - is the word broken into syllables properly when being expressed? un-for-given, dream-er, wa-ter, smi-ling etc.

Accent - are the edges of the word soft or hard? Is the pitch, tone and length of the word said correctly?

Purpose/Register - what purpose does this word have in the occasion it is being used in? Is it being used at a formal event like a wedding, in a more relaxed setting with friends or is it being used casually as slang?

Collocation - These are often two or more words that are often used together by native English speakers. Does the arrangement of the words make sense when placed in a sentence? ie: sleep tight, table of contents, heavy burden, heavy smoker, heavy drinker etc.

Clichй - is this word or phrase so overused that it's lost its original meaning? When an expression becomes so common it takes on a life of its own eg: there's no business like show business. A clichй has a literal meaning whereas idioms have figurative meanings e. g.: let the cat out of the bag.

The key is finding teacher's personal way of teaching vocabulary. You have to find what works for you and your students. Everywhere we look we see people, places, things and ideas. Everything is called something and has a name.

Words are the life blood to speaking, reading, writing and listening - the four main skills of any language. Communication in any form requires the understanding and use of words. We can't function without vocabulary knowledge and understanding. Without understanding words, students will essentially drift without focus and be overwhelmed and lost in the English language. The four main skills are the roadmap of life. They need to be able to use vocabulary in all practical situations:

Speaking - at work, school, home, travel, daily conversations, shopping, telephone, plays, debates, reading aloud etc.

Reading - books, magazines, newspapers, journals, online literature, daily situations, maps, road signs, instructions etc.

Writing - stories, notes, essays, letters, applications, medical forms, lists, email, texting, work, school, home, travel etc.

Listening - speeches, events, radio, TV, songs, announcements, games, movies, travel, instructions, conversations etc.

The vocabulary introduction is usually started with the following topics:

Alphabet - discuss both upper and lowercase, proper names, vowels and consonants. Be sure that each student knows and understands the sound that each letter produces.

Colours - talk about primary, secondary and tertiary colours. Mix colours and talk about what they produce. Discuss tints, shades and moods that colours induce. Examples of objects and pictures is always key to give the lesson reality, interest and focus.

Shapes - give examples of all the main shapes and use objects and pictures to display the principles of shape.

Numbers - teach numerical order, placing things in first, second and third place, cardinal numbers and how critical numbers are in everyday life.

Telling time - discuss clocks, watches, how to tell time, o'clock, hours, minutes, seconds and a. m. and p. m. Use a real clock to talk about the aspect of numbers and the different meals or chores of the day and when they occur.

The calendar - talk about special dates like birthdays, holidays, events, days of the week and month names. Create a special calendar in the classroomand first thing in morning talk about the date and stick a themed picture on it if the day is a special occasion.

Seasons - Create scenes, draw and show pictures and get the students to really discuss every aspect of each season. Talk about clothing, weather and nature and how everything changes with each new season. Have a large chart where pictures can be added that reflect all these seasonal ideas and themes.

Thus, we can see pictures of many types and colours can be used successfully to show the meaning of words and sentence. Handmade pictures can also be used as there is no need to be very artistic.

Drawings can be used to explain the meaning of things, actions, qualities, and relations. A line drawing of a head, for example, provides many useful nouns and verbs.

The scientific research on vocabulary instruction reveals that most vocabulary is acquired incidentally through indirect exposure to words. Students can acquire vocabulary incidentally by engaging in rich oral-language experiences at home and at school, listening to books read aloud to them, and reading widely on their own. Reading volume is very important in terms of long-term vocabulary development. Kamil and Hiebert reason that extensive reading gives students repeated or multiple exposures to words and is also one of the means by which students see vocabulary in rich contexts. Cunningham recommends providing structured read-aloud and discussion sessions and extending independent reading experiences outside school hours to encourage vocabulary growth in students [12, p.18].

2.2 Strategies for teaching vocabulary at the secondary schools

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.

Below there are recommendations on teaching the meaning of the word:

− Perform an action either with your hands and/or a facial gesture if you can.

− Draw or present a picture or representation of the word.

− Write it on the board and spell it out loud pointing to each letter as you go.

− Use props if you can.

− Define the meaning of the word and use it in a few very simple sentences.

− Use a similar word (synonym) to give your students something they can identify and compare it to and put into context.

− Use an opposite word (antonym) so that you are driving a point home by showing a direct contrast to the word.

− Get the pupils to try and put the new word in a few sentences.

− Discuss the word and create a mind map with the students linking several words related to the new word i. e.: dog - barking - fluffy - playful - short-haired etc.

Teaching vocabulary requires use of all senses to get the best results and best memory retention possible.

Some of the key strategies to unfold the information and meaning of a new word to a class are as follows:

1. Definitions

Definitions in the target language may be very handy if they are expressed in terms that are better known or more easily guessed than the word that is defined. In this direction teachers and students can refer to authentic and reliable dictionaries.

2. Self-defining Context

The context makes the situation clear, and this in turn illuminates the meaning of the new word. This practice saves time and develops an intensive reading habit and better understanding.

3. Antonyms

When one member of a pair of opposites is understood, the meaning of the other can be easily comprehended. This helps the student to understand the different shades of meanings of a word.

4. Synonyms

A synonym may be used to help the student to understand the different shades of meaning if the synonym is better known than the word being taught. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly.

5. Dramatization

This method can be practiced at ease. It can win the favour of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or demonstrated.

6. Realia

Real objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous.

7. Series, Scales, Systems

The meaning of words such as the months of the year, the days of the week, the parts of the day, seasons of the year, ordinal numbers, cardinal numbers, etc. that form part of well-known series can be made clear by placing them in their natural order in the series.

8. Parts of Words

The parts of complex and compound words may be more common than the words themselves. Separating such words into their component parts generally elaborates the meaning.

9. Illustrative Sentences

Most words have a variety of restrictions on their use. Systematic descriptions of these restrictions and idiomatic uses would be laborious and not very effective in teaching. It is better to give appropriate examples that elucidate the range and variation of usage.

10. Practice from Meaning to Expression

This is controlled practice in which the class does not create new uses or new contexts but simply recalls the ones presented. There are many types of practices for this purpose. Pictures, realia, context, and dramatization can be used. Series and systems can also be used.

11. Reading the Word

Reading words aloud is also very beneficial. It makes a learner familiar with the word and also improves pronunciations of the learners.

12. Writing the Word

It will enable the class to write the new word while the auditory memory is fresh, even if the objective is only to read. Writing or copying the word from the blackboard will give the student a chance to understand the grammatical aspect of the word such as noun, verb, adverb, adjective etc.

13. Shift of Attention

Under this practice, the teacher provides a context by description or through reading which elicits the use of the word. The learners should be asked to pay attention to and develop an attitude or a point of view which he defends or attacks.

14. Strategy for Special Types of Words

Specific techniques or special combinations of the above techniques may be applicable for particular groups of words.

15. Words That Are Easy to Learn

It has been seen that the words that are similar in form and meaning to the first language are easy to understand and comprehend. They should be taught for listening and reading rather than for speaking and writing.

16. Words of Normal Difficulty

Words of normal difficulty are best taught in contextual realms, such as food, clothing, sports, work, and so on. There are advantages to using a connected context illustrating the words that are to be taught. Additional words can be taught as alternatives to those chosen in the connected context. Practice can be controlled in varying situations by changing a key word or phrase.

17. Difficult Words

Some words and sets of words are especially difficult to understand. They have to be taught as special problems with the strategy determined by the particular problem in each case.

Teachers can also use the following strategies, suggested by Alise Robston to help students learn vocabulary from active speaking and active listening engagements:

Reading passages - in order to train students to actively listen for vocabulary words, teachers can use a selection of reading passages that range from simple to complex to strengthen vocabulary skills.

Student selection of reading material - allowing students to select their own reading material with an assignment that requires them to list at least 10 vocabulary words with definitions will help them construct a vocabulary portfolio.

Using assistive technology/references/resources - with any vocabulary experience, students should have designated assistive technology or software or reference materials to look up words and define them.

Teaching word parts - an active listening tip would be to teach students how words are constructed into meaning by breaking them down into word parts (i. e. reconstruction vs. deconstruction are great examples).

Robert Marzano is pretty amazing, having spent countless hours observing students and teachers. An education researcher and teacher, he stresses that in all content areas, direct vocabulary instruction is essential and suggests six steps:

Step one: The teacher explains a new word, going beyond reciting its definition (tap into prior knowledge of students, use imagery).

Step two: Students restate or explain the new word in their own words (verbally and/or in writing).

Step three: Ask students to create a non-linguistic representation of the word (a picture, or symbolic representation).

Step four: Students engage in activities to deepen their knowledge of the new word (compare words, classify terms, write their own analogies and metaphors).

Step five: Students discuss the new word (pair-share, elbow partners).

Step six: Students periodically play games to review new vocabulary (Pyramid, Jeopardy, Telephone).

Marzano's six steps do something revolutionary to vocabulary learning: They make it fun. Students think about, talk about, apply, and play with new words [25, p.59].

The following recommendations to a teacher can be very helpful and useful in the teaching vocabulary process:

−   Create theme based visual projects with pictures on a poster board and label each object. Use subjects you like e. g.: fashion, animals, sports etc.

−   Seek out word games, activities and vocabulary exercises online and at the library.

−   Buy crossword puzzle, quizzes and word finder books.

−   Keep a notebook and write down words that interest them or that they don't understand.

−   Create flashcards of single words or phrases. This can be a fun project as they can create the cards in themes.

−   Post the alphabet, numbers, main colours and shapes in a location where they can see them on a daily basis.

−   Familiarize themselves with all the words they use on a daily basis at work, school and home.

−   Ask people to write down or spell out a word they don't recognize.

−   Buy a grammar book and reference it often.

−   Use audio and/or video lessons for speech and visual recognition of objects and words.

Teaching vocabulary requires from a pedagogue as a teacher to keep learning, looking and researching.

English lessons on video are highly recommended when teaching vocabulary as the connection between hearing the spoken word, seeing the visual object and written word is highly valuable. The learner's vocabulary can only expand if you keep exposing them to new words and practical situations. The lessons cover basic greetings and helpful common phrases. Areas of grammar, tenses and vocabulary builders like the alphabet, vowels, colours, numbers and shapes are also valuable teachings.

Theme based lessons are a must as they highlight a good, solid variety of everyday objects and situations. Their focal point is to familiarize the learner with all the daily visual articles in the world around us. Video lessons are presented with a huge array of bright, bold pictures and accompanying words. The tutor is pleasant in manner and has an expressive voice with an English accent.

When teaching vocabulary, you should inspire creativity as much as possible to keep the level of interest and excitement high. Get students to create colourful, bold street signs, posters, bill boards, magazine covers, flashcards, calendars, weather forecasts, newspaper headlines and news presentations using colours, numbers, shapes and letters. A written, creative project can then be given as an oral presentation and a class discussion can follow.

Reviewing tasks and questions to analyze and confirm understanding are very important in determining the vocabulary comprehension.

So how do you know if your students understand what they're learning? There are several methods you can use to test vocabulary skills. Testing them in spoken and written communication will give you a good sense of their vocabulary knowledge and at what level they have reached in comparison to the other students.

Ask questions - who, why, when, what, where and how are good questions to ask. Ask other general questions too, to see if the student gets the concept and meaning of the words. This is also a good method to test past, present and future tenses.

Example: crying/cry/cried.

Who is crying? The boy is crying.

Why is he crying? He is crying because he fell off his bike and hurt his knees.

When did he cry? Yesterday afternoon when he had his accident.

What made him cry? His sore knees made him cry.

Where was he crying? He cried behind the bicycle shed.

How was he crying? He was sobbing at first but then it turned into a whimper.

Is he still crying? No, he has calmed down.

Will he be alright? Yes, his mother bandaged his knees.

Get students to write descriptive sentences about an item as if they were actually the item. They have to look at every aspect of that item and pretend that they are the item, using shape, colour, texture and other details.

Example: A bus.

I am very large and have four large, rubber wheels.

I carry a lot of people to and from work and school everyday.

You have to wait at a bus stop for me to pick you up.

I am driven by a bus driver and have many seats inside me.

I can come in many colours and am mostly a long rectangular shape.

They can also write descriptive sentences about people, animals, places and situations. Teaching vocabulary takes creativity, planning and thought.

Testing and reviewing a word on the board with the class:

- First present the word by writing it on the board.

- Show a picture and do an action (if you can) to show the word.

- Say and spell the word out loud.

- Ask questions around the class. See if students understand how this word works, where it fits with other words and what it's used for

- Let the students all spell and say the word out loud together. Do the same with a few sentences as you write them on the board.

- Use visual aids whenever possible to assist and support new words.

- Make sure the pronunciation of the word is correct.

- Get the students to write the word down and spell it out as they do.

- See, say, spell and write.

Dictations are also very useful. A pupil / student can do it all by himself. Simply following this process:

- Write the words (usually no more than ten at once) on a piece of paper. Use two columns: one for English and one for the translation in the native language.

– Fold in the piece of paper so that a pupil can only see the translation in the native language.

– Take another piece of paper and write the English words that match the translated words. Don't look at the answers! The point is remembering by heart.

– When finished, compare the English words, just written to the ones on the original paper.

Apart from encouraging your students to keep an orderly vocab book of some sort, another way of having easy access to the words that have come up in your classes is to create a 'word bag' for each of your groups. All you need are two large envelopes and some strips of card. Write on one envelope 'Blank word cards' and 'Class Word Bag' on the other. Cut up lots of small strips of card and put them in the 'Blank Word Cards' envelope.

Every class, nominate a student to be in charge of the 'word bag'. He or she should be given the envelopes at the beginning of the class and is responsible for writing all the new vocabulary on separate blank word cards and putting them into the class word bag envelope. If this isn't practical for your group, you can be responsible for putting the words in the bag after each class. If you can keep the envelopes in the class you teach in, pinned on a cork board or in a safe place, it will be easier for you to keep track of the bag. After a few lessons you will have a good selection of words in the word bag.

Here are some activities for using the word bag to recycle the vocabulary. They can be used at the beginning of a class as a warmer or at the end to fill up the last five minutes.

Quick Fire Quiz. Pull out a bunch of words from the bag. Give clues or definitions so the students can guess the word on the card. The student who guesses the word correctly, wins the card. The winner is the student with the most cards at the end.

'Beep' sentences. Read a sentence incorporating the word on the word card. Instead of saying the word, say 'beep'. Students guess the missing word. When

students get the idea, pass them the word bag, so they can create their own sentences.

Circle story. Give each student a word card. You start and begin to tell a story and use the word you have on your card. When you have used your word, the next student continues the story until they can incorporate their own word.

Team vocab tests. Divide the class into teams or pairs. Pull out a set number of words and using translation or clues give the teams a vocab test!

Pictionary. In two teams, use the word cards as prompts for a game of pictionary. Use the board or paper.

Teaching vocabulary requires continued effort on both the teacher's and student's part.

2.3 The problems of selecting materials and aid for teaching vocabulary

Children pick up new words at an amazing pace in both their first and second language and they can understand the concept of words well before the concept of grammar. They are interested in the meaning and function of the new language more holistically, in order to play a game, sing a song, or act out a story. The teacher, therefore, should present the vocabulary as varied as possible. He can first introduce things children can see, feel, play with, touch, and experience every day. Meaning can be made apparent without the use of the first language. Teachers can use toys, such as dolls to present parts of the body, or puppets to act out a dialogue. They can also use classroom objects such as the desks, the pictures, and posters. When appropriate, teachers can bring in real objects such as apples, carrots, baskets, bags, hats, bottles, and cups. Pictures and picture cards are often supplied with young learners' course books together with a set of games and exercises for use. These can also be made at home or teachers can ask children help to make them.

Techniques of explaining the meaning of new words to children

By demonstration or pictures

1. using an object
2. using a cut-out figure
3. using gesture
4. performing an action
5. using photographs
6. drawing diagrams on the board
7. pictures from books
8. analytical definition (to these moving images, from TV, video or computer should be added) By verbal explanation
9. putting the new word in a defining context(e.g. we use a pen to write)
10. translating into another language

Verbal explanations are useful when introducing abstract ideas such as 'person', 'place', etc.

All except (10) require the learner to do some mental work in constructing a meaning for the new foreign language word. The more learners have to think about a word and its meaning, the more likely they are to remember it. The immediate translation of a new word takes away from the child any need or motivation to think about the meaning of the foreign language word or to hold the new word in mind.

Pupils need to hear a new word in isolation as well as in a discourse context, so that they can notice the sounds at the beginning and end, the stress pattern of the word, and the syllables that make up the word. For example, when explaining the word 'tomato':

A banana is a fruit.

Banana. Ba-na-na. It's a banana.

The vocabulary should be accurate, and the child should be given enough information to prevent confusion.

Vocabulary development is not just learning new words but it is also about expanding and deepening word knowledge. Children need to meet words again and again, in new contexts that help increase what they already know about words. Encouraging memorization strategies is an important way to practise new vocabulary. Children should also have the chance to use the new vocabulary in situations where they have control over the choice of language. Recycling vocabulary with board or card games, class surveys, and project work provides an opportunity to integrate the language skills. For example, children can create 'mind maps' on topics already covered such as 'holidays' or create poster displays with drawings and words. Memory games, such as 'I went to the market and bought...' can be an enjoyable way of revising food or animal vocabulary. The principle of the same type of memory practice can be extended to other vocabulary such as

presents in 'For my birthday I would like....', wild animals:' In the zoo I saw...', or household object, such as 'In my cupboard there are....'

Words and word knowledge can be seen as being linked in networks of meaning. The teacher should show the links between vocabulary items so that children learn words in dynamic and meaningful way .For example, if the children learn the word 'sandwich', this is also a good opportunity to recycle possible types of fillings the children might know, such as jam, ham, or cucumber sandwich, honey, fish, or cheese sandwich, tomato or chicken sandwich, etc. As a follow-up, children can invent different sandwiches and put them on the menu of their coffee shop. Activities like this will illustrate to the children that when they learn a new noun such as 'sandwich', it can interact with language they already know. This kind of dynamic view makes vocabulary come alive and paves the path to explicit grammar learning.

Activities to sort and categorise will practise vocabulary through its organisation in general to specific hierarchy. If food words are being learnt, children can sort real items into vegetables and fruit, naming the individual items as they go.

Some language games also exploit this type of organisation. The game 'Shipwreck' puts pupils into teams with pencil and paper. They are given three minutes to list all the drinks they can think of, then all the food, then all the clothes. Then one of them reads out their list item by item. Teams can only keep items that no-one else has listed. At the end of the game, teams have to imagine themselves landing on a desert island after a shipwreck, with only those items left on their list (usually an amusing selection of odd things).

Extending children's vocabulary beyond the textbook

Most of the textbooks for young learners start with words connected to the family, the house, the school. But children are getting more and more global in their interests through the Internet, television and video, and computer games. Their worlds are much bigger, form much younger ages, than used to be the case.

So difficulties in learning vocabulary can arise since the vocabulary is insufficiently connected to pupil's real lives. To extend the vocabulary beyond the textbook, the teacher can give words which are thematically connected to the words given in the unit. Vocabulary learning around a topic could begin from the learners rather than from the book, by asking them directly what words they already know and what words they would like to learn about the topic. For example, the book has a unit on wild animals. The teacher could write 'wild animals' on the board and ask learners what they already know and which words they would like to know. The words are then written on the blackboard and translated into the foreign language.
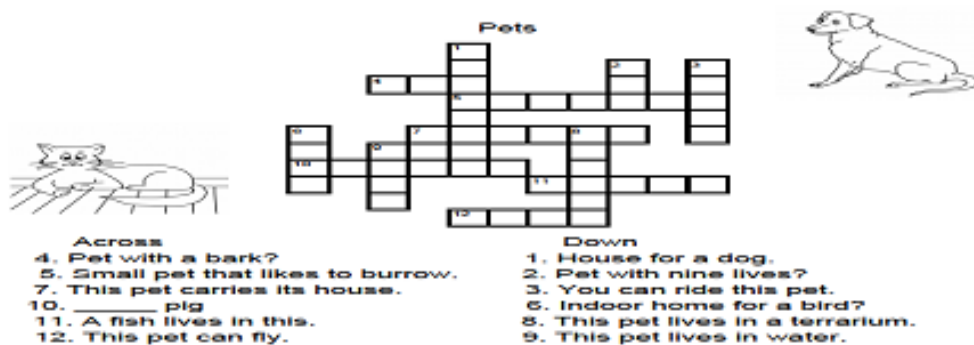
Vocabulary learning strategies and young learners

- Teachers can show how to find clues to the meaning of a new word in a picture or in other words in the same sentence

- Teachers can teach the sub-skills needed to make use of strategies. For example, to use a dictionary efficiently requires knowledge of alphabetical order and lots of practice with it.

- When reading a story, teachers can explicitly encourage prediction of the meanings of new words

- Children can be helped to prepare lists of words they want to learn form a lesson, can be shown ways of learning form lists and later can be put in pairs to test each other.

- Children can be helped to reflect on their learning process through evaluating their achievements. For example, at the end of a lesson they can be asked how many new words they have learnt, and which words they need to learn more about. Through regular self-evaluation, children can come to understand more about what they are learning and how.

Special activities for developing vocabulary and forming concepts

1. **Word Puzzles**

Crossword Puzzles are good because they work on the definition as well as the spelling. The puzzles should not be very long.

Pets

Across
4. Pet with a bark?
5. Small pet that likes to burrow.
7. This pet carries its house.
10. _____ pig
11. A fish lives in this.
12. This pet can fly.

Down
1. House for a dog.
2. Pet with nine lives?
3. You can ride this pet.
6. Indoor home for a bird?
8. This pet lives in a terrarium.
9. This pet lives in water.

2. Riddles and puns

Riddles encourage critical thinking skills. For example, if the topic of the lesson is 'Weather', the teacher can use some riddles after introducing the key-words to help children memorize them.

I blow the clouds around and around, but you can't see me, I can't be found.(the wind) Sometimes I am big and fluffy and white and when rain is coming I am dark as night. (the sky)

What is full of holes, and holds water? (a sponge)

What is full at night and empty at daytime? (a bed)

Which hand do you use to sit soup- the right hand or the left hand? (I use a spoon)

How many lions can you put in an empty cage? (one; after that, the cage is not empty)

When is a piece of wood like a king? (when it is a ruler)

Who raises things without lifting them? (a farmer)

When is a sailor not a sailor? (when he is ashore)

What kind of dog has no tail? (a hot dog)

What is black and white and red(read) all over? (a newspaper)

3. Games

Games are highly-motivating and entertaining, and they can give shy students more opportunity to express their opinion and feelings. Through games

51

children can learn English unconsciously and without stress like they learn their mother tongue. With the use of games, the teacher can create various contexts in which students have to use the language to communicate, exchange information and express their own opinions.

There are many kinds of games which can be used in teaching English. For example Role-Playing Games. A role-playing game is a game in which two or more people interactively participate in the creation of a shared story. Most players act out roles of characters in the story, while one player is the referee or narrator of the story, playing the part of all the minor characters and providing a framework by which dramatic conflict is resolved. There are a lot of role-playing games such as "Broomstix: The Harry Potter RPG", "Fairy Tale", "Amazing monkey adventures". The teacher can invent one himself. RPG teach social skills such as negotiation and decision making. They foster an environment where vocabulary is improved. They allow values, ethics, and morals to be taught in the context of a story. They promote reading and the study of myth and literature.

4.   Songs

Learning vocabulary through music can help children to understand the power of language and how it can shape ideas, feelings, and actions. Children will be able to use rhyme and rhythm to increase their reading fluency and vocabulary. By listening to English songs, children can hear the native pronunciation of words. It improves their ability of hearing the language because the 4-beat division of most songs coincides well with the linguistic foundation of binary alteration, or stressed and unstressed syllables. Music also has a freeing, relaxing influence and can help shy children to express themselves.

I like apples and oranges.

Apples and oranges are so sweet.

Apples and oranges are good to eat.

I like apples and oranges. I like apples and oranges.

As the textbook is intended for 10-year-old children, the cover should be very colorful and attractive. There is a picture of a funny dwarf who is pointing to some pictures of London. The dwarf is unlikely to be children's favorite cartoon character, so it will not create associations of familiarity with the subject. Moreover, the dwarf with a stick can even be associated with the teacher explaining the lesson. The architectural monuments on the cover are also unfamiliar to children.

The illustrations in the book are simple and close to the text. They add to its meaning and make it more vivid. The shortcoming of the illustrations is the appearance of the characters. They do not have an Armenian appearance, and this can be a little distracting for children. The illustrations sometimes cover most of the page leaving little space for the text. The children's attention may be focused on the big illustrations rather than on the lesson.

The texts vary both in form and in content. There are topical and descriptive texts, poems, short dialogues, songs. The texts cover a wide range of topics: School, Family, Animal World, Holidays, Seasons, Shopping, Travelling, Appearance, etc. The texts are taken from foreign language textbooks, and there is little reference to Armenian culture. The names of the characters (Jane, Mike, Pete, Bob) are foreign which again makes children feel the difference of their native environment from the English one, thus creating distance between them and English.

The exercises are aimed to develop children's reading, speaking and writing skills. The activities facilitate children's use of grammar rules by creating situations in which these rules are needed. For example, children should make up dialogues on their own or write short compositions answering the given questions. However, grammar rules or grammatical patterns are not presented in the textbook in any way. The textbook, therefore, meets the language needs but doesn't take into consideration the learner's needs. Besides the grammar references, vocabulary lists and expression glossaries are not included in the units either.

The new vocabulary is presented with sample sentences and pictures. There are no flashcards to make vocabulary presentation more interesting and effective.

The weakness of the textbook is that it has few revision units. Children have an opportunity for formal review after every 5 lessons, and the new vocabulary words are not repeated in subsequent lessons to reinforce their meaning and use.

The word-stock is quite large and a little complicated for children who have been studying English only for a year. The concepts presented in the texts may be unfamiliar to children even in their native tongue. For example, a ten-year-old child may not know (and doesn't have to know yet) what is 'volleyball', 'sportsground', 'stomachache', 'monument', or it may be difficult for a child to understand and memorize the difference between snub, straight, large noses.

Each unit begins with a short list of new words. For example, exercise 8 of Unit 4 ("Family") presents five words together with sample sentences. The plural form of the words and their transcription is given. There is, however, no translation of the words in mother tongue. A more complete list of words is given at the end of the Unit. The latter doesn't give the translation or the usage patterns of the words. The word- list should not be presented at the end of the Unit. Besides, it should be as clear as possible to make vocabulary learning an easy task for the children. Another shortcoming of the unit is that there are no games and special activities for the assimilation of the new vocabulary.

There are different recognition and drill exercises such as "True or false", "Complete the sentences according to the example", "Make up sentences, dialogues according to the example", etc. This will help children to retain the vocabulary learnt. However, drill exercises are of little help when not combined with creative exercises and activities (role play, crossword puzzles, etc.) It is due to creative exercises that children develop their speaking and writing skills, use the vocabulary they learn to communicate and express their own ideas or to solve problems. So it would be good to add this kind of exercises to each unit.

Speaking skills

There are interactive and task-based activities that require students to use the new vocabulary to communicate. Speaking practice takes place through the practice of new language items, in dialogue work and class activities. This develops both their speaking and social skills and can be considered as one of the obvious pluses of the textbook. The more mechanical aspects of speaking are also occasionally covered in pronunciation practice.

Listening skills

The textbook does not provide children with exercises for developing listening skills. This means that children do not have the opportunity to listen to native speech. No CD, cassettes, videos are offered with the textbook to help children to discriminate sounds, stress, melody and to acquire correct language habits.

Reading skills

The instructions in the textbook tell students to read for comprehension and to express their own opinion concerning the text. The exercises promote critical reading of the text. The only serious shortcoming is that the instructions are in English and the child can have difficulties in understanding them.

Writing skills

There are two approaches to writing skills: a product- oriented approach and a process-oriented approach. The product-oriented approach typically engages learners in imitating, copying and transforming models of correct language texts while the process-oriented approach emphasizes brainstorming, planning, drafting, revision, and editing. Product writing focuses on sentence structure and grammar, while process writing demands more creative work. The activities and exercises presented in the textbook incorporate both approaches. The children should write compositions, letters, short stories using the new vocabulary. Other writing exercises include asking questions to the text, making up questions and answering them, etc.

The textbook develops children's basic communication abilities in English by teaching children to talk (write) about themselves and their immediate environments, and to communicate about topics of interest with a partner.

The textbook differs from other ones that it offers a number of tales and stories which can be given as home-reading or read in the classroom by the teacher. These are authentic pieces of literature. Besides, stories and tales are always appealing to children and can make English an attractive school subject to children, foster their motivation, and encourage them to learn languages in the future.

CHAPTER III. Methodology of teaching vocabulary at schools
3.1 The ways of teaching vocabulary at the primary classes

Beginning from the 2013-2014 academic years the English language is taught from the 1st from and this is the proof of paying much attention to education system in our country. There were put an important task to foreign language teachers and specialists in educational sphere on the base of decree by the President of the Republic of Uzbekistan I.A.Karimov[20]

While teaching English language at the elementary stage, the pupil's pedagogical, psychological features, their ages and their background knowledge must be taken into consideration. It must be considered whether they have learnt English language at kindergartens or not. Communicative competence is in the initiative position in teaching English at elementary stage and this way of teaching is on the base of stage standards of education. There are features of teaching at the elementary stage. The pupils of the 1st, 2nd, 3rd, 4th grades are usually very much interested in games, different colorful pictures; especially the 1st grade pupils will remember their education from the kindergarten. The immediately memory has been developed well. The pupils memorize what they hear from their teachers and repeat them. Imitation is very strong in them. Here English is taught by oral introductory course.

Teaching English through oral introductory course is to teach types of speech activities turn by turn. Teaching is conducted first orally then reading and writing. Teaching orally continues 2 months or more times. It depends on the textbooks, teacher. Then the pupils will read and write. The Oral introductory course stimulates pupils' interest as they deal with the new language in its communicative function. This makes learning language easily.

---

[20] O'zbekiston Respublikasi Prezidenti I.A.Karimovning qarori: "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida". "Toshkent oqshomi" gazetasi 2012 yil 11 dekabr

"A child of 7 or 8 easily learns words and sentences of a foreign language and associates them directly with the things, actions, etc. He learns a sentence as a sense unit without any strain as easily as he learns isolated words. He encounters the same difficulty in learning the sentence. Moreover, it easier for a child to learn a sentence than isolated words. This phenomenon doesn't occur in the elementary school. The children of primary classes are more careful in their speech. They use either English or Uzbek sentences. Their Uzbek speech habits are much stable. They don't learn a sentence only as a sense unit, but as a model, a stereotype to be used for building up other sentences by analogy."[21]

The imitative ability of 1st and 2nd form pupils is better than that of 3rd and 4th form pupils. They experience fewer difficulties in the assimilation of English pronunciation. Besides, they like to repeat sounds, words and sentences. They try to pronounce in imitation of the teacher and the usually succeed in imitating. Teaching pronunciation to school-children is also based on their imitative abilities though some explanation may be given.

Thus, the teacher may not only show his pupils how to produce this or sound. For example, place the tongue a little bit back, while producing [α:] –farm. "The natural activity of a child of 7-8 is a play. He lives in a world of various games. Moreover, if the child helps grown-ups in doing a room, cleaning a garden, in dusting chairs, watering plants, etc., he is playing because he pretends to be a grown up. In teaching the English language to 1st and 2nd form pupils the teacher must take this factor into consideration and suggest different games to them. This is one of the ways to make them learn words and sentences in a foreign language. Playing is, therefore, the best motivation for pupils to work at assimilating the language".[22]

---

[21] M. Slattery, J. Willis, "Young learners", 2009, - p.265
[22] Sarah Phillips "Young Learners" Oxford, 2000, - p.167

G.V.Rogova worked at teaching English at the elementary stage. She suggested the technology of "acquaintance + exercise and checking it[23]". It is understood the following way: "acquaintance" is showing, translating, "exercise". It is doing the exercise and checking it, "practice" is using it independently.

S.M.Nikonova suggests the following technologies of teaching English at the elementary stage[24]:

- The method of oral teaching;
- Teaching through the typical sentences (give me …)

She suggested conducting the below mentioned activities:

1. The activity of memorizing the name of the object.

Look at the objects or the pictures on the table and say their names in English, then repeat without looking at them and make up sentences.

2. The activity of speaking many words according to the topic among the pupils or the groups.

3. The activity of finding and telling the names of the objects or the objects in the pictures and making up sentences using them.

4. The teacher says an English word, the pupils find out which topic it belongs to and name the topic.

5. The activity of finding the words through its explanation and definition.

The teacher says "we use to write with…"

The pupils find the answer as "it is a pen"

6. The activity of teaching the numbers from 1 to 10 showing them with her/his fingers and saying them in English, let the pupils repeat them. The pupils understand the numbers without a translation. The teacher lets the pupils repeat it in chorus.

---

[23] Г.В.Рогова. Методика обучения английскому языку на начальном этапе в средней школе. – Москва, 1988, стр. 79-80
[25] С.М.Никонова. Английский язык в начальных классах. – Москва, 1964, стр. 14-15

7. The activity of answering the question: what can you see …(at school, at home, in the street)

The pupils orally memorize the poems and songs with great interest as they are learning English language for the first time. The 1ˢᵗ grade pupils are taught English orally in their 1ˢᵗ school year. Teaching English is conducted through oral introductory course, it means that it will be taught orally for a long period of time. The teacher chooses words, songs, poems, games that are easy for pupils to pronounce. The following structures are much used: it is …, this…, they are …, I have …, I see …, what is it? and etc. The pictures are to be described in English. Teaching the names of the objects and let them be said, choosing and showing them, making up sentences are used a lot in teaching English orally. The teacher must put the pupils in English language atmosphere. For that, the words and phrases are showed in action, they are conducted through English commands orally without translations and the English commands can be as followings: "open (close) the door, stand up, sit down, go (come) to the blackboard and etc.

In the teaching process of the 1ˢᵗ grade pupils, the teacher shows her (him) self and says: my name is Nodira, then she expects the pupils say their names the same way: my name is …. The teacher lets them repeat the sentence individually and in chorus several times. The teacher teaches greeting the following way: if I enter the classroom in the morning I say "good morning", if I enter the classroom in the afternoon, I say "good afternoon", if I enter the classroom in the evening, I say "good evening". The pupils repeat these greetings along with the teacher and memorize them. Then the teacher may let the pupils memorize the poem:

Good morning, good morning

Good morning to you

Good morning, dear teacher,

I am (we are) glad to see you!!!

While teaching the command "sit down", the teacher lowers her (his) hand, pointing down. And, if the teachers raises her (his) hand, while teaching command

"stand up", the pupils understand it without a translation, then the pupils practice it and show it to the teacher.

I.Yakubov suggested three approaches (methods) of teaching English in primary classes:

"1. Teaching types of communications, activities in which much attention is given to teach an exact type-(listening, comprehension, speaking, reading or writing), to spend more time on working it out.

2. Teaching types of communication, activity turn by turn.

3. Teaching all the types of communication, activity simultaneously in parallel, one of the same time".[25]

In order to give a deep view about investigating paper we analyzed the essential manual for 1st form pupils in Uzbek schools "Kids English Pupils' book". As a result of analysis we can say that book is very fruitful for young learners. The units are given from easier one to more difficult. The first three lessons of each unit are aimed to give new vocabulary and grammar structure. The last lessons are called as "Let's play" purposes to recycle learnt language materials. In "Kids English Pupils' book" there is not given any explanation for tasks. There is only task numbers and pictures for activities due to those first form pupils are not able to read and analyze the explanation. There is also given parents' corner which we found it very useful, all explanations are given in Uzbek and it gives parents a chance to help their children with their homework. We analyzed the book with the help of teachers' book.

The teachers' book is aimed to give instruction about how to teach. The book can be used as ready lesson plan.

Teaching English at the 2nd, 3rd, 4th grades is based on the principle of oral speech priority. It means that the pupils learn English orally for 2, 3, 4 hours first, then they read them after 2, 3, 4 hours, write them. The pupils are taught how to

---

[25]I.Yakubov, "Comparative methods of teaching English at schools, lyceums and colleges", Tashkent, 2014, - p.170

read and write they have learnt orally. It is named "The principles of oral priority" or "Oral approach course". Teaching types of communication is one of the same time simultaneously parallel conducted. Oral approach requires teaching language materials first orally then at the end of the lesson reading and writing them, but teaching orally leads, prevails only 2-3 hours. Pupils pronounce the words imitatively.

Language materials are taught orally before pupils learn reading and writing in the English language prevailing only 2, 3 hours. It provides pupils' interest in learning as they deal with the language as a means of communication. Pupils develop their reading and writing skills within the language materials learned orally. A child of 9 and 10 likes playing as well. He can and must work hard, however, in overcoming the difficulties he encounters. He is taught to do many things: to read, speak, write in the foreign language and count. Therefore in teaching him English playing, though very important, isn't the only means to encourage him to learn the language. Various exercises should be performed alongside. At the elementary stage, English pronunciation is taught while pronouncing the words and phrases in English together. The pupils learn the meaning and the content of lexics from the English language atmosphere and seeing pictures, objects and from the teacher's speech, actions, gestures, mimics, commands, without a translation, but the grammar is taught through the method of lexical way. The pupils are taught English pronunciations through listening, seeing, saying in chorus, imitating, repeating.

Before teaching reading, the teacher first writes the words, phrases, sentences in printed letters, reads them, then the pupils repeat reading and copy them out, they read the sentences that are made up based on them. If there are some mistakes, they are corrected. The names of the English letters in the alphabet are taught starting from the 2nd grade. It is continued and finished in the 3rd grade. Printed letters are taught how to write and read in order not to get confused while

reading words, sentences, texts in printed letters as there are some differences between printed and written letters. It is better to teach 4 words in the 1st grade, 4-5 words in the 2nd grade, 5-6 words in the 3rd and 4th grades during 1 hour of lesson. The pupils study with interest without getting bored if there are 2 or 3 lessons in the 1st grade, 3 lessons in the 2nd grade and 3 or 4 lessons in the 3rd and 4th grades per week. Teacher's pronunciation, speech, reading, writing must be the language pattern and visually for the pupils. The pupils see their teacher's pronouncing, speaking, reading, writing and they try to pronounce, speak, write and read like their teacher does. Therefore, the teacher must work hard on her (him) self.

It is suggested to use short transcription while teaching reading. For example, cat – [ǽ]. It is easier for Uzbek pupils to read through transcriptions, because some of the Latin alphabet letters match with English ones and it helps in reading. At the elementary stage, the following types of teaching English are widely used: teaching through imitation, group (in chorus) or individual reading. The texts are asked to read rather loud. The texts are required to be made up using the familiar words, example of sentences.

Therefore, there is no need to translate the text. Checking the pupils' understanding the content of English text is conducted through easy general, alternative and special questions. Phone, oral drills must be conducted at the beginning of each lesson. It will be interesting if the teacher conducts the exercises through competition among the pupils in the small groups. It activates the pupils' attempts. The requirements of the communicative competence are important in teaching English at the elementary stage. The requirements surely need to match the standard program. Listening, speaking, reading, writing, communicating in English are conducted and based on the requirements of the program as well.

At the elementary stage teaching English can be conducted with the help of reading. This method was worked out by M.West. He lived in Delhi and taught English there through reading. M.West says that in a country where the child must be bilingual and be brought into easy contact with world culture it is necessary to

begin teaching with reading. Besides he says that by learning language through reading the child can improve his knowledge later without teachers. M.West had introduced a lot of new, effective exercises for the development of reading skills and comprehension of an English text as well as for the development of speaking and compiled a series of teaching materials for teaching, reading: few readers, supplementary readers, exercise book too.

He had developed methods of teaching oral speech and worked out special materials for this purpose too. They are: "Learn to speak by speaking", "Improve your English", "Easy English dialogues", "Book one", "Book two". His book "Teaching English in a difficult circumstance" was translated into Russian". He had great contribution to methods.

3.2 The role of interactive methods and their usage in teaching vocabulary

"These methods demand students or learners to communicate and interact with each others during the classes. Learners widely use dialogues, monologues and polylogues during the activities. This kind of interactive activities help learner to find out their success and weak points very quickly. Also it helps to open learners' new abilities and use their skills maximally and develops them"[26].

In Uzbekistan, interactive methods have been used effectively for the last ten years. I.Yakubov and U.Hoshimov have worked on the very issue. Yakubov claims the word "interactive" means "to involve and influence". I.Yakubov says in his book "Comparative methods of teaching English at schools, lyceums and colleges" (2014) that, interactive methods involve the learners to communicate. Learners use monologues, dialogues and polylogues when interactive ways are used. This gives a chance to the learner to analyze their strength and weakness. Besides that, the abilities of the learner can be defined during the activities. He also states that the interactive methods are used to make learners think critically and to

---

[26] Т.Бузон Интерактивные методы преподавания. - М., 1999, - стр.124

stimulate them being active in the class. The interactive methods are divided into three groups as he emphasized in his book. They are:

- Working in small groups
- Socializing group works using situations, games and competitions
- Involving different tasks to the main teaching process.

U. Hoshimov says, the interaction includes 5 parts:

- Interrelation
- Personal responsibility
- Stimulation to work together
- Skills of working together
- Working in small groups

When these above mentioned styles are used, pupils interact with each other and learn from each other. Learner centered atmosphere is created.

Yakubov points out some types of interactive methods:

- Brainstorming
- Jigsaw
- Incident
- Round table
- Snowdrops
- Games
- Puzzles and etc.

Brainstorming

The aim of brainstorming is to gather associations on one topic; learners give their opinion about it. Here the critical thinking is used and taught.

Incident

Different problems or incidents are given to the learners. It teaches them how to act in different incidental situations. After taking the problem they discuss

it with their group and try to find the solution within 1-1,5 minutes. Then every group tells their solution and class discussion begins.

Round table

Learners sit at the round tables and are given task, written cards. Each group writes its own answers to the tasks and gives it to another group. So every group writes the answer or the solution, then they discuss it. Learners are marked by the given right answer.

Three step interview

The doctor, the patient and the expert are chosen from each group. The patient is told the wrong diagnose. Each group consults within 10-15 minutes. Experts listen to the consultations and mark, discuss them in 3 steps:

1.   What is wrong
2.   What is right
3.   How should it be done, must be.

The pen is in the middle of the table

Each group is given the task. Each learner writes their own answer and gives the person next to and puts aside the pen in the middle of the table. According to their right answers a teacher assesses them.

Tour in gallery

It enables students' critical thinking abilities. The groups are given one problem and expected to be solved. Each group in 10 minutes writes their own answers and changes with other group. Each group assesses the others answers, at the end they discuss it together.

Rotation

Learners gather in group of 2 or 3. They choose the cards with numbers and written tasks. Each group discusses the task in 10 minutes. Then each task, question are discussed together with the whole class.

Snowballs

Learners form 2 groups and their each right answer assesses with points to encourage them. Groups try to find more answers to the given question.

Every correct answer of the pupils to the given questions should be or must be marked as snow ball by pupil. Every snow ball means a correct answer. That pupil, who marked, gathered many snow balls get an excellent mark.

Jigsaw methods

It was introduced by Ericson and Slavin. The main feature of this method is dividing the whole group into small groups, by the other words sawing the class, the pupils.

In 1978 Ericson introduced Jigsaw 1 and in 1986 Jigsaw 2 was introduced by Slavin.

Jigsaw 1

Learners of English are divided into small groups and discuss one topic from different point of views. The theme is divided into small themes. They prepare all arguments to discuss it with the other groups. Then they share their arguments with the others and come up to one conclusion.

For example, working on the topic "Travelling". Teacher gives the topic "A trip to one group", "Travelling by air" to the second, 'Voyage' to the third one. Each group discusses its own theme then tells about it to the others. So the topic "Travelling is discussed from different angles, points".

Jigsaw 2

Learners of English are divided into small groups like in Jigsaw 1. Each group is given only one topic "Travelling" to discuss. Learners should find more arguments of that topic. Then every group shares information with each others. So, the topic "Travelling" is discussed and widened by groups.

 As we know using of games has significant role in teaching English at primary classes as young learners are interested in language learning very much when games are used. Great importance to the game as an educational tool is explained by A.Makarenko as "What child is in the game, is that in many ways it

will work when she grows up". It means the education is the future leader. "Lessons from the use of games and game situations are an effective means of training and education, as the rest of the traditional construction of the lesson and the introduction of the game story attracted the attention of the entire class"[27]

Gordon Lewis and Gunter Bedson paid much more attention to teaching through games. They define that the games:

- have a series of rules lead the children's action

- make children apply their language and other skill

- can be competitive (but not as a precondition)

- let children work together to achieve a certain goal)

- support children's analytical thinking

- are fun drills for pupils

- a language game stimulate children

Toth says: "A game is an activity with rules, a goal and an element of fun. There are two kinds of games: Competitive games, in which players or teams race to be the first to reach the goal, and co-operative games, in which players or teams work together towards a common goal. The emphasis in the games is on successful communication rather than on correctness of language."[28]

We should admit that the games re not just fun, but they have a great role in teaching and learning English. According to Scott and Ytreberg (1991), main reason for playing games with young learners' is that children are able to learn a language by playing and they enjoy in learning process. Toth states that games make shy pupils to be outgoing and express their ideas and feelings. Besides that, slow learners are involved to participate as the fast learners in the class.

Lewis and Bedson proved that the games add variation to the lessons and improve learners' motivation. When children play a game, they interact, discover

---

[27] Makarenko A. "Lectures about education of children" M., 1999, - p.153

[28] Toth, M. Children's Games. Oxford: Macmillan Heinemann, 1995, - p. 67

their abilities and experiment their knowledge. The scholars also emphasized games motivate learners and it is the key factor of learning a language. Lewis and Bedson say "the games should be chosen by taking into consideration the age of the groups, materials, learners' attention span and other facts. Even the relationship among the class plays great role in teaching through games; boys may refuse to play in the same group with girls. Furthermore, they teacher should choose games which requires moving around, imitating a model, competing between groups and so on when they teach youngsters".[29]

Lewis and Bedson suggest two types of the games which are rousers and settlers. "Rousers" are used to wake up a class at the beginning of the lesson. They are aimed to make children speak while doing movement and competitive games. On the other hand, "Settlers" are used to calm the class down. They can be listening and writing activities".[30]

Games are affective because they:

- decrease emotional stress;

- teach creative language

- support a chance for communicative competence

- motivate

- make the lesson funny.

Games are cognitive with the following reasons:

- games review background knowledge and extend out looking;

- they make easy to teach grammar.

Games control the "class dynamics. It means:

- games are used in learner centered approach;

- teacher organize the lesson;

- games create class cohesion;

---

[29] Lewis, G. and Bedson, G. Games for Children. Oxford: Oxford University Press, 2000, - p.84
[30] Lewis, G. and Bedson, G. Games for Children. Oxford: Oxford University Press, 2000, - p. 85

- games make pupils participate in the lesson completely;

- games are competitive .

Adaptability of the games is that they:

- are adapted to the age, level, and interests of learners;

- can be used to increase four skills;

- require less time to prepare.

Aydan Ersöz, the author of the article "Six Games for the EFL/ESL Classroom", states that games are useful to teach young learner and suggests the following games to play:

"Game 1: Whisper Circles

- **Aim**: to teach speaking (using a whisper), pronunciation, listening, grammar
- **Steps**:
  - Divide the students into groups of 7 to 10.
  - Choose one leader from each group. Give the leaders the card which has the sentence "It takes about six seconds for something you drink to reach your stomach." Ask him to memorize the sentence, go back to his group and whisper what he has read on the card to the person on his right. Each person will whisper the sentence to the next person and the sentence can be said only once. The last person will say the sentence out loud. If the sentence is the same with the one written on the card, that group wins.

Game 2: Match and Catch the Riddle

- **Aim**: Reading silently, reading aloud, pronouncing segmental and suprasegmental features correctly, listening selectively, grammar (simple present tense), linguistic and nonlinguistic reasoning.
- **Notes**:
  - Divide the class into two groups: The QUESTION group and the ANSWER group.
  - Give the questions to the first group and the answers to the other group.

- Each student in the first group is supposed to read the question he has aloud and whoever has the answer in the other group reads the answer aloud.
- If the question and the answer match, put the students in pairs. If they don't, continue till the right answer is found. Each student can read his part only twice. When all questions and answers are matched ask the pairs to read the riddle they have just for fun.

Game 3: Crazy Story

- **Aim**: Writing, reading aloud, listening, grammar (simple past tense, reported speech)
- **Notes**:
  - Prepare sheets of paper with six columns which bear the following titles at the top
    - WHO?

      (a man's name)
    - WHOM?

      (a woman's name)
    - WHERE?
    - WHAT DID HE SAY?
    - WHAT DID SHE SAY?
    - WHAT DID THEY DO?
  - Divide the class into groups of 6. Give each group one sheet of paper. Ask the first student to write under the first part and fold the paper so as to cover what he has written. Tell the student to pass the paper onto the next person. As each person writes, he should only look at his fold. When all students finish, one student from each group will be asked to read their story in the following format. You can write the format on the blackboard.
    - .... met .... in/at ....

- He said ....
- She said ....
- And so they ....

Game 4: Missing Headlines

- **Aim**: Reading silently, reading for specific information, speaking (discussing in pairs).
- **Notes**:
  - Cut out news items and their headlines from a newspaper. Paste the news and headlines on separate sheets of paper. Photocopy them.
  - Ask students to work in pairs. Give each pair the photocopies of the news and headlines.
  - Ask them to match the headlines with the news items.

Game 5: Find the Differences

- **Aim**: Speaking (describing people and actions), listening, grammar (there is/are....., s/he has ...., s/he is ....ing, s/he is + adjective)
- **Notes**:
  - Find or draw two pictures which are the same except for seven features. Photocopy them on separate sheets of paper.
  - Ask students to work in pairs. Give one copy of each picture to the pairs. The pairs are not supposed to show their copies to each other. Partner A's will describe their copy and Partner B's will listen carefully and examine their own copy to find the differences. They can ask questions if they require more detailed information or need any clarification. The pair that finishes first wins the game.

Game 6: The Secret Code

- **Aim**: Spelling, guessing by using linguistic clues, reading.
- **Notes**:

- Ask students to work individually. Give each student a sheet of paper which has the secret code on it. Tell them to translate it into English.

- Clue: the first word is 'the'; the most frequently used word in English.

- When they finish, ask them to write a secret message of their own to their friend. They can use the same symbols. If they need new symbols, they can create their own.[31]

The above mentioned games are available in teaching young learners who are able to read and write independently.

In Uzbekistan, scholars have studied the usage of games at primary classes. Yakubov suggests using the following games with young learners:

1. **"Guess me" – whole class game**

   Aim: to revise previous lessons' lexis

   Steps:

   - Teacher say a list of the 5 or 6 words in which one of them is unfamiliar to the pupils

   - Pupils try to guess the unfamiliar word.

2. **"Who says fast" – group work**

   Aim: revise the vocabulary or check the homework.

   Steps:

   - Teacher puts the objects in the classroom, toys and pictures on the table.

   - Then he/she shows one of the objects on the table and asks "What is it?"

   - Groups try to say the word fast. Which group find the word fast this group will be winner.

3. **"Yes, No" – whole class game**

---

[31] Aydan Ersöz, Six Games for the EFL/ESL Classroom . Gazi University, Ankara, Turkey, 2001.

Aim: to teach learner to ask general questions as "Is it…?"

Steps:

- Teacher thinks a word. The pupils ask "Is it…?"
- The pupil, who finds the hidden word, come to the board and hides a word.
- Other pupils continue to ask to take the answer "Yes, it is"

4. **"The last letter" – whole class**

Aim: to revise taught vocabulary

Steps:

- Teacher gives instruction how to play the game. If pupils don't understand the instruction in English, he/she explains in Mother tongue.
- The teacher says a word in English; the first pupil has to say a word which begins with last letter of the word teacher said.
- Next pupil says the next word.
- Who can't find the word to the last letter, stops playing the game.

  Various activities for reviewing and teaching vocabulary
- 1. Write down a word and see if the students can make a list of words associated with the word.
- Example: hair - long, short, wavy, curly, blonde, red, black, brunette, grey, straight, frizzy, flowing, soft etc.
- Example: clouds - white, dark, sky, rain, puffy, thunder, whispy etc.
- Example: paper - lined, blank, white, sheets, reams, pieces, plain, coloured, thick, thin, news etc.
- 2. Complete the crossword on family vocabulary topic.
-

Family Crossword

Across

2. gr _ _ d _ a (7)
7. h _ s _ _ _ d (7)
9. s _ s _ _ r (6)
10. un _ _ _ (5)
11. w _ f _ (4)

Down

1. g _ _ _ dm _ (7)
3. a _ _ t (4)
4. f _ th _ r (6)
5. c _ _ s _ n (6)
6. m _ th _ r (6)
8. br _ _ _ er (7)

-
-
- 3. Make up a dialogue, using the following phrases.
- Vocabulary Sentences - Meeting People
- Greetings
- Hi, My name is Kevin. What`s your name?
- I`m _____.
- This is __Bob_____.
- Nice to meet you.
- Nice to meet you too.
- How are you? (Is like a greeting in North America.)
- Hi Bob, how are you? =This really means hi.
- Note: We rarely use "hello," except on the telephone or whenwe are not sure if someone is in the room/house or not:
- "Hello! Anyone there?"
- Questions: Not Understanding
- Pardon? /Once more please. /Could you say that again?
- or

- I didn`t catch what you said.

- Could you please speak more slowly.

- Getting to Know Each Other

- Where are you from?

- I`m from ____Nagasaki_____.

- How about you?

- I`m from Vancouver.

- Why did you come to Japan?

- How long have you been here?

- What do you do in your free time? /What are your hobbies?

- Are you married?

Having analyzed everything, we came to the conclusion that scholars have made invaluable works in teaching young learners and game used method. We agree that using games creates much more opportunities in teaching young learners effectively and teachers should use this chance properly.

CONCLUSION

Special attention has been drawn to the problem of the vocabulary introduction and to the effective methodologies of teaching vocabulary in the English language.

We have thoroughly investigated the key strategies of selecting materials for teaching vocabulary and suggested the most efficient ways of determining the vocabulary comprehension and remembering at the secondary schools.
Thus, we have come to the following conclusions.

An efficient language teacher can use selected vocabulary activities or can use integrated activities. All this depends upon ability and level of understanding and interest of the learners. There is no sure fire remedy or method to enhance vocabulary in a day or two. A student's vocabulary bank can be enriched on a gradual basis and one should always show keen interest and enthusiasm in finding, learning and understanding new words.

We have concluded, teaching young learners' vocabulary skills can encompass strategies that use the different types of vocabulary instruction in creating word context, content, meaning and application that will prove beneficial and powerful as the student grows to understand the importance and application of words.

Having a large vocabulary and understanding a huge selection of words makes communication a lot easier to navigate. Through using the four main skills of speaking, reading, writing and listening, vocabulary expands and strengthens. Teaching vocabulary takes times and patience.
Vocabulary exercises are activities that help students learn new English vocabulary words well enough to:

- Recognize them when they see or hear them.

- Recall them.

- Apply them on demand.

We should stress, achieving these three objectives does not assure that students will use this new vocabulary without prompting in writing and speaking. However, these objectives must be met before you can proceed to the higher level learning tasks required if students are to use newly-acquired vocabulary words without prompting in their writing and speech.

We have come to the conclusion students, having learned vocabulary are able to:

a) Connect the new word to something they know already.

b) See how the new word is used and defined in multiple contexts. The more of these you can draw from students' class materials, the better.

c) Identify the new word's structural elements such as its roots, prefix, and suffix.

Thus, we can see that teaching vocabulary is a vitally important part of the foreign language learning. Efficient methodologies and creative approaches can make the teaching process more interesting and efficient. Such approaches will simplify the work both of teachers and students.

In general, teaching English speech activities or input and output skills such as listening, reading, speaking and writing is important in primary classes. This is the main aim of teaching the English language as only with the help of the speech activities pupils can communicate in English. Listening and reading are called input skills because by them pupils receive information. We name speaking and writing as output skills as here learners give information by expressing orally or in a written form. Besides this there are some features of teaching English at the primary classes. The pupils of the 1st, 2nd, 3rd, 4th grades are usually very much interested in games, different colorful pictures; especially the 1st grade pupils will remember their education from the kindergarten. The immediately memory has been developed well. The pupils memorize what they hear from their teachers and repeat them. Imitation is very strong in them. Here English is taught by oral introductory course means to teach types of speech activities turn by turn. Teaching is conducted first orally then reading and writing. The Oral introductory

course stimulates pupils' interest as they deal with the new language in its communicative function. This makes learning language easy.

When it comes to teach English in the 2nd, 3rd, 4th grades, it is conducted by the principle of oral speech priority. It means that first of all pupils learn English materials orally for hours, then they read them and after they write them. The pupils are taught how to read and write by materials which they have learnt orally. It is named "The principles of oral priority" or "Oral approach course". Here teaching types of communication is conducted simultaneously.

In addition to this we are inclined to mention that using interactive methods and different games has an important role in the teaching process. These methods help learners to communicate and interact with each others during the classes. Learners widely use dialogues, monologues and polylogues during the activities. They also help learner to find out their success and weak points very quickly. Along with it pupils have an opportunity of using their skills maximally and develop themselves. Games are affective because they decrease emotional stress, teach creative language, support a chance for communicative competence, motivate and make the lesson funny. In order to show the games' efficiency we analyzed 1st form manual "Kids book" and presented the chart which expressed the purposes of used games.

As an overall view of the qualification paper we can state that teaching English at primary classes of secondary schools is very controversial issue among our methodologists and we hope that all difficulties and problems will be solved in the forthcoming future.

THE LIST OF USED LITERATURE

1. .Oʻzbekiston Respublikasi Prezidentining Qarori "Chet tillarni oʻrganish tizimini yanada takomillashtirish chora-tadbirlari toʻgʻrisida". "Xalq soʻzi" gazetasi, 11.12.2012 y., 240 (5660)-son)

2. Кадрлар тайёрлаш миллий дастури. Тошкент, 1997.

3. I.A.Karimov "Barkamol avlod orzusi", Toshkent, 1993

4. I.A. Karimov "Uzbekistan is on the threshold of the XXI century ". –T: "Uzbekistan", 1997. p.138

5. Таълим ҳақида қонун. Т., 1997.

6. Ёқубов И. Амалий инглиз тили методикаси. Тошкент, 2009. 165b

7. Бузон Т. "Интерактивные методы" Москва, 1998. Стр.174

8. I.Yakubov, Teaching English at the Kindergarten and English poems, songs, games, proverbs, riddles for children. Tashkent, 2010, p. 47

9. Yakubov, "Comparative methods of teaching English at schools, lyceums and colleges", Tashkent, 2014 , p.97,110,125

10. Жалолов Ж. Чет тил ўқитиш методикаси. Тошкент, 1996,123b

11. Makarenko A. "Lectures about education of children" M., p.153

12. M. Slattery, J. Willis "Young learners" Oxford,2010, p.265

13. Ҳошимов Ў, Ёқубов И. Ўрта мактабларда инглиз тили ўқитиш методикаси. Тошкент 1993. 38b

14. Cameron, L. Teaching languages to young learners. 2001. Cambridge: Cambridge University Press, p.137

15. Lewis, G. and Bedson, G. Games for Children. Oxford: Oxford University Press, 2000, p.84-85

16. Sarah Phillips "Young Learners" 2000. Oxford, p.167

17. Scott, W. and Ytreberg, L. Teaching English to Children. Harlow: Longman, 2004 p.199

18. Toth, M. Children's Games. Oxford: Macmillan Heinemann, 1995, p.67

19. Aydan Ersöz, Six Games for the EFL/ESL Classroom (aersoz [at] server.gef.gazi.edu.tr) Gazi University, Ankara, Turkey

20. Khan, J. `Using games in teaching English to young learners'1996, p.53

21. Erikson, E.H. Childhood and society. New York: Norton, 1983, p.185

22. Brown, D.H. Principles of language learning and teaching (3rd edition). Englewood Cliffs, NJ: Prentice Hall., 1994, p.192

23. .G.Rogova Methods of teaching English Moscow 1983, p.166-167

24. Wardlock Williams, M. and Burden, R. L. Psychology for language teachers, 1997. Cambridge: Cambridge University Press, p.118

25. Henri Wallon. The Psychological Development of the Child, Nate Shmolze, 1988, p.55

26. Рогова Г.И. и другие. Методика обучения иностранному языку в средней школе. Москва 1991, стр.27

27. Bruner, J. Child's talk: Learning to use language.1983. Oxford: Oxford University Press, p.149

28. O'.Q.Tolipov, M.Usmonboyeva. Pedagogik texnologiyalarning tatbiqiy asoslari. Toshkent-2006, 199b

29. Демьяненко М.Я. Основы обшей методики обучении иностранным языкам. Киев.1990, стр.103

30. www.english.club.com

31. http://www.informationtamers.com/

32. http://www.bsu.by.

33. http://journals.kantiana.ru

34. www.philology.bsu.by

35. http://serc.carleton.edu/introgeo/roleplaying/whatis.html