



e-ISSN:2582 - 7219



INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH IN SCIENCE, ENGINEERING AND TECHNOLOGY

Volume 5, Issue 1, January 2022



INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA

Impact Factor: 5.928



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ijmrset@gmail.com



www.ijmrset.com



The Most Effective Ways in Teaching Vocabulary to Young Learners

Saparova Mokhira Fayzullayevna

English Teacher of World languages University, Uzbekistan

ABSTRACT: As we know there are three types of learners. They are: Visual learners, Auditory learners, Kinesthetic learners. If learners use their learning style, learning new vocabulary will be effectively. For example, visual learners learn words by seeing repeatedly. Auditory learners learn words best by hearing words repetitively. Kinesthetic learners learn words by writing repeatedly.

KEYWORDS: Kinesthetic learners, Instrumental motivation, foreign language learning.

Motivation is one of the main determinates of foreign language learning achievement. There are several types of motivation, said Dornyei. They are: Intrinsic motivation, extrinsic motivation, integrative and instrumental. Intrinsic motivation relates to a learner who has a desire to do something regardless of external pressures. Extrinsic motivation, on the other hand, involves outside forces that the learner wants to complete a task. Motivation is also divided into integrative and instrumental types. Integrative motivation relates to a learner wanting to interact with people using the target language. Instrumental motivation is evident when there are specific tasks that the learner wishes to be able to do.

If young learners are less likely to be effectively motivated, instilling motivation in them is especially important. At an early stages of language learning, when learners find the lessons difficult or boring or a waste of time, then secondary teachers will not only need to keep pupils motivated, they will also have to remotivate those who already feel they cannot succeed in language learning.

If young learners are less motivated than older learners, it is up to the teachers to develop pedagogical strategies to aid them. One way this can be done is by setting up goals for the learners. Oxford and Shearin argue that in order to function as efficient motivators, goals should be specific, hard but achievable, accepted by the learners and accompanied by feedback about progress. Teachers should monitor goals and adjust lessons to make sure that all of the students will be able to achieve them.

Monitoring the class and adjusting lessons accordingly is an important tool for teachers. Cameron argues that if the children are to be kept attentive and mentally active, the teacher must be alert and adaptive to their responses to tasks, adjusting activities and exploiting language learning opportunities that arise on the spot. Scholars say that teachers can adapt lessons through the use of stir and settle activities. When a teacher finds that students' attention begins to wander or they are becoming more reticent, the activity needs to be switched to one that is more active. Activities such as ora work, copetitions, games or any activity that requires the learners to stand up and move about all stir the classroom. Playing games in the classroom raises learners' interest and motivation to take part in class. Bourge says that it is important to remember that these games need to relate to the language being learned, and 'act as pivot point to more genuine communication'.

One good way of getting learners to review vocabulary is to play a memory or category game. Learners should sit in a circle a start to say words one by one based on the topic of the lesson. The learners continue one by one to say different words on the topic until one student can not say a word or repeats what another learners has said. Then they are 'out' and the game continuous or the game resets using a different topic, typically from a previos lesson.

In situations when the learners become more rowdy or too noisy, settle activities need to be applied. This will be anything that will focus the learners' attention on something in front of them and reduces interaction with the other learners. Reading tasks or if their level allows for it, any kinds of writing are examples of



settle activities. When the learners are involved in producing something on their own, the classroom mood will become more quiet.

Many scholars also express their opinion about effective way in teaching vocabulary. For example, young learners don't understand abstract ideas like grammar. Bourke says that young learners don't have a concept of ideas such as parts of speech, phonology, or other things. Adult learners have the benefit of understanding these concepts through their knowledge of the native language. In order to avoid dealing with abstract ideas, Cameron recommends dealing with topics children find familiar, such as family and friends or school life. If they have a clear mental image of these objects or activities, it is easier for them in the foreign language.

Young English language learners work to develop a clear mental image using the language they are given in the native language as well as the foreign language. One way of doing this is through their use of private speech. This takes place when children mutter to themselves when undertaking various activities. As they get older, children develop a better understanding of language. Their private speech becomes 'internalized',- said Cameron.

Task- based activities play an important role in teaching vocabulary. Task-based activities for young learners are different from older learners. Older learners deal with a wider range of situations outside of classroom like topics. Young learners should deal with topics such as connecting with their friends or family, and activities the children will be doing at school or with other organizations.

Cameron said that young learners benefit from doing tasks because it provides opportunities for them to use private speech. In situations where they are working on tasks by themselves, if the children do use the foreign language to mutter to themselves while they are working on activities, they will get extra practice in selecting and adapting language. Adult learners do not gain this benefit from tasks since their knowledge of native language has internalized their language.

Another effective way said Cameron the teacher can augment the textbook is by adding vocabulary to the textbook. This idea of moving outwards from a given topic is very powerful in adjusting a textbook to suit learners. A lesson dealing with buying something from a store can be expanded by talking about different kinds of stores, products in the stores, people that work there and modifiers for various items. This can be very successful strategy as long as the teacher keeps the young learners age in consideration, and does not provides situations with which the children would not normally associate.

Using storybooks in teaching vocabulary is an effective way to get learners to practice new words. Of course new words are given in the storybooks. In such situation learners have to work with new words. It is a useful way in teaching vocabulary.

Cameron said that the cartoon approach has many benefits. Younger students often enjoy drawing and colouring and through trying to understand a story and relay what they know, they are doing what they enjoy while working on comprehension skills. This will motivate the learners to complete the task. They will also be able to look at other learners' work and see if their mental image of the story matches up. When the task is completed, the learners will know that they have read a story and understood it, even if they are not yet able to reproduce the language. This will further serve to increase learners' motivation.

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