

## Peculiarities of Working on New Vocabulary in Practical English Classes at Universities

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**Annotation:** This article deals with the peculiarities of working with new vocabulary in English language classes at universities. The author describes in detail the main methods of working on vocabulary in practical classes. It's common knowledge that one of the most challenging parts of teaching a foreign language is picking up new vocabulary.

**Key words:** vocabulary, teaching methodology, crucial aspect, semantization, gamification, lexical skills, systematization.

In the language system, vocabulary is the most important aspect of speech activity, including writing, speaking, listening and reading. It occupies an important place in every foreign language lesson, and the foreign language teacher's gaze is constantly directed to the development of lexical skills on a particular topic. Any methodological literature discusses a number of difficulties related to lexical work.

There are two primary stages that are typically identified when working on vocabulary:

- creating lexical bases for various speech activities;
- and improving lexical bases.

The topic of the lesson, the unique opportunities and characteristics of students and teachers, the technical equipment and materials, the unique features of the course and program, and the age characteristics are some of the conditions that can cause a significant variation in the number of stages. These factors must be taken into consideration in order to achieve an effective outcome.

Since the success of the first stage determines the efficiency of all subsequent vocabulary work, it is assigned the fundamental role. The introduction and semanticization of vocabulary, or the revelation of the meaning of lexical units, is the primary challenge of the first stage.

A foreign language teacher's job is to determine the best introduction strategy based on the students' learning stage, knowledge level, unique qualities, the word's qualitative properties, and whether or not it falls into the active or passive minimum. The range of distinct semanticization and primary consolidation techniques enables teachers to select the techniques that best fit their talents and the aims and objectives of a given session.

Let us consider, for example, the main approaches to work on vocabulary on the topic "Education in Uzbekistan". One of the most important components of a foreign language lesson is vocabulary, as it is necessary for receptive and for productive types of speech activity (speaking, writing and listening). Formation of students' lexical skills is the main goal of teaching vocabulary, as it is the most important element.

The following order might be used to work on vocabulary related to this issue:

- introduce new active vocabulary;
- practice using active vocabulary;
- manage the development of lexical skills related to the topic.

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There are different ways of introducing new material:

- introduction of new vocabulary by a separate list of words;
- introduction of new vocabulary in the process of reading a text;
- in the process of listening to the material;
- preparatory learning games, etc.

It is especially important to use game technologies of teaching at the stage of introduction of new material. Game methods and techniques can be used not only at the stages of consolidation of knowledge, skills and abilities acquired in previous classes, at the repetition and systematization of what has been learned, but also at the introduction of new material.

Gamification technologies contribute to a smoother entry of learners into the language environment at the beginning of classes, as well as easier entry into the learning process, refreshing memory and increasing enthusiasm for learning new material. After familiarization with new information, it is necessary to move on to the next stage - training, which involves learning words through exercises aimed at memorizing words and creating semantically related word combinations. In this stage, vocabulary activation serves as a learning strategy to transfer passive vocabulary into active vocabulary.

Two types of vocabulary exercises can be used to teach the use of language material:

- the first is to memorize the term and its semantics in conjunction with its sound and grammatical form;
- the second is to combine words with similar semantic properties.

The control of lexical abilities constitutes the third stage of vocabulary learning. Throughout the whole learning process, control should go in parallel with the whole process of knowledge assimilation, not requiring a lot of time. The purpose of control is to determine the degree of linguistic competence achieved by the learners over a certain period of time. It is also one of the important components of the class when the instructor assesses the students' understanding of the content and their ability to apply it in real-life situations. Current and final controls are two categories of control. Current control can be either oral or testing.

The lexical skill formation of students can be currently controlled using the following forms:

1. Written mastery of the topic's lexical skills (compare synonyms or antonyms, correlate words with definitions, replace definitions with appropriate words, translate sentences into English using words enclosed in parenthesis, create sentences and situations using the given word or expression, complete a crossword puzzle). Using the terms from the list above, add the proper words to the sentence; fix any mistakes in the suggested text; translate Russian into English; translate English into Russian.
2. Oral control of lexical skills on the subject involves organizing the learnt material through standard exercises and tasks, such as speeches, oral topics, dialogues, and presentations, as well as a variety of non-standard methods, such as case studies, panel discussions, role-playing games, and competition-style testing, in which students administer the survey themselves and a jury is chosen to oversee and score the responses. A stimulating element in learning is allowing students to take charge of the knowledge testing process; this not only serves a controlling role but also facilitates a more efficient systematization of knowledge.
3. Different test types, such as associative exams that require students to recall words and word combinations from memory related to a particular subject; open tests that assume students will provide their own answers; closed tests that provide answer possibilities; and sentences requiring the use of a certain word or word combination.

It is very important; students are more likely to learn new vocabulary if they use it more often and in different contexts. Frequent exposure to the language in a variety of situations contributes to word



learning. When new words are used frequently and in different contexts, students internalize them more effectively.

In conclusion, different techniques and methods can be used when learning new vocabulary. For some words it is enough to return to a picture or reality, for others - to a situation. For others, a single sentence is enough. We should try to individualize, as it is very involving for our students in the process of learning new vocabulary.

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