

THE IMPORTANCE OF INTERACTION AND CONTENT- BASED INSTRUCTION IN TEACHING VOCABULARY IN PRIMARY GRADES

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Abstract: This article is devoted to the vocabulary and enriching English vocabulary in primary grades tasks and tasks to be carried out in terms of importance and measures for its improvement, about in which the duties of each foreign language teachers are shown.

Key words: foreign languages, interaction, content based instruction, vocabulary, elementary grades, education.

Foreign languages in order to ensure quality and efficiency in foreign language education and the experience of reducing the learning/teaching age is becoming popular. Nowadays, the concept of “the younger the better, early is better” is broad spread. The decision inclusion of English in the curriculum of primary education was approved based on the following conclusions:

“Critical Period Hypothesis states that there is a limited developmental period during which it is possible to acquire a language, be it L1 or L2, to normal, native-like levels:

- Young learners learn better and easier;
- Longer learning period of skills until the end of school education leads to a higher level of acquisition;

The value and impact of the language used for classroom instruction is of great importance. A second language, or L2, is a language that is not considered the mother tongue of the people living in the country, but is widely used in communication in society. Today the active language used as a second language in developing Uzbekistan is English.

In this article, the nature of interaction and content based instruction in teaching words in English, the problems arisen in language learning at a young age and their solutions will be discussed.

When making instructional decisions as to which words to teach, it is helpful to have a framework for decision-making in this area. Knowing what words to teach is the first step in providing effective vocabulary practice. Graves and Penn, for instance, classify the words that should be divided into three types, each requiring a higher investment of teacher and learner time for instruction. With words that are already in the student's oral vocabulary, the students need only to identify the written symbol for such a word. When the word is one for which the student has acquired no concept and

it appears frequently in the context, the teacher must take time to develop the concept through instruction. Development of skills necessary for mastering the communicative competence of a foreign language for the age characteristics of students of this age at the initial stage of learning a foreign language and learning materials are developed that match their cognitive interests. For example, the following abilities of students from the first year of teaching a foreign language develops:

- Phonetic hearing
- The ability to imitate
- Guess
- Ability to identify linguistic patterns
- Ability to establish semantic relationships.

T.A.Tkacheva notes the development of the visual perception unit; working memory development of size; development of voluntary and involuntary attention. So, the main strategic goal of teaching a foreign language at the stage is development of a creative and intercultural personality is to achieve competence. According to Snow , Content is the use of subject matter for second foreign language purposes.

In the practice of vocabulary teaching, there could be issues, challenges, or difficulties, especially when teaching young learners that is elementary classes. They may have such kind of common dilemmas in learning vocabulary:

- Not knowing prefixes and suffixes;
- Some pupils may have poor predicting skills, they may have blank gaps when they read and miss a lot of information therefore they cannot tell the meaning of anew word from sentence or paragraph;
- They may be unable to transfer new words to real life vocabulary. In this case new words are easily forgotten and never used. Thus instructor should use the words which are near the real atmosphere;
- Using the same words over and over. A lack of descriptive words, adjectives and adverbs means pupils stick to the few words they know.

Students who want to grasp foreign language also have some difficulties in learning vocabulary. Learning on their own or as a part of lesson, they may have three main sources of information about words: dictionaries, word parts, context. All of these are important but each of them may be problematic.

Instructors as well as parents should apply some kind of tips for solving these problems which their pupils have. We may take an example following ones:

- Pay attention to the learner`s vocabulary. Using new words regularly and adding them to daily conversation is considered the suitable method of teaching vocabulary. In addition, using synonyms are also helpful;
- Correcting mistakes positively and gently by repeating;

- Teaching related words. Teaching words in groups and making connections can be really beneficial;
- Playing vocabulary games. This kind of games are an excellent way to revise the words which they have learnt at the previous lesson. You may improve their vocabulary with the help of funny word games;
- Giving simple friendly definitions. Teachers should try to give the pupils friendly explanations of the new word as much as they can. Such as the may tell the word “enormous” means “very big”
- Using the words in everyday life. By using the words every day pupils may correct their own mistakes in pronunciation and spelling.

These ways can help the pupils and children to remember and improve the vocabulary. What is more, many researches have shown the most usable way to learn vocabulary is to see a word more than once in different ways. Try to apply the word in different situations.

In teaching English vocabulary for young learners, there are many different ways or kinds of techniques that can be used by teachers such as using pictures, real objects, demonstration, translation as well as dictionary use. However an appropriate method for teaching English for children is very important because appropriate method determines the result of teaching vocabulary, that is, improving student’s vocabulary mastery. There are many methods that are appropriate in teaching English such as task based learning, experiential learning, Contextual Teaching and Learning and others. **Teaching English vocabulary to young learners can be started by introducing vocabulary to them. Teaching vocabulary to young learners should be interesting and fun in order to interest them to learn and improve their motivation in learning English, especially in mastering English vocabulary.**

Contextual teaching and learning involves young learners totally in learning process. Children are motivated to be active to study the materials of learning suitable with the topic. CTL emphasizes on the process of students’ involvement in order to be able to find the materials they will learn and connect it with the real situation, so it will motivate the elementary grades to apply what they learn in their daily lives. Learning in CTL is not just listening and take notes but learning is direct experiencing process. By that experience, it is hoped that children’s development can happen. They do not only develop cognitive aspect, but also affective and psychomotor aspects. By using CTL, it is hoped that the students find the learning materials directly.

Content-based instruction is defined as a method of learning language through meaningful content. Students have the flexibility to study different languages in the context of unique subject matter. In theory, studying the language around content that is interesting to the children increase immersion, motivation, and engagement. This comes in contrast to traditional educational styles which rely on rote memorization. This lesson covers the three different methods of content-based instruction: theme-

based, sheltered, and adjunct. There are some advantages of content based teaching vocabulary to primary grades and they are as follow:

- It can make learning a language more interesting and motivating. Children can use the language to fulfil a real purpose, which can make learners both more independent and confident.

• Children can also develop a much wider knowledge of the world through CBI which can feed back into improving and supporting their general educational needs.

• Taking information from different sources, re-evaluating and restructuring that information can help young learners to develop very valuable thinking skills that can then be transferred to other subjects.

• The inclusion of a group work element within the framework given above can also help learners to develop their collaborative skills, which can have great social value.

Nevertheless, there some potential problems which can be faced by educator while teaching vocabulary thorough content- based method:

Because CBI is not explicitly focused on language learning, some children may feel confused or may even feel that they are not improving their vocabulary. Teachers can deal with this by including some form of language focused follow-up exercises to help draw attention to linguistic features within the materials and consolidate any difficult vocabulary or grammar points.

To sum up, learners' self-learning approach and understanding the learning ability in the process of learning second language should be given primary importance in the classroom. Teachers should discover activities and tasks that are filled with edutainment. Introducing various tasks would help learners to understand the use of language in real-life situations by engaging them in doing many activities in the classroom. The result of this research work will be useful for teachers working with primary classes and at the same time will help to increase their effectiveness in teaching.

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