

INNOVATIVE STRATEGIES AND TACTICS IN TEACHING AND LEARNING TOURISM TERMS OF MODERN ENGLISH

*Uzbek State World Languages University
English faculty -3, The English methodology department
Teacher: Nishanova Xafiza Vafokulovna*

Annotation: Today, it has become mandatory for the academicians to rethink their teaching strategies with the changing times. Since there has been a constant change in the teaching methods and techniques all over the world in every subject, vocabulary (tourism terms) teaching methods and techniques need desirable and radical changes in a view of the demanding job market in the globalized world.

Key words: implicit, vocabulary, explicit, teaching tourism terms, effectively, contrast, use.

Terms of a language is just like bricks for constructing a building. Like bricks, they are vital for the building of a language. Language is made up of words. If we want to use language effectively, we must have good stock of vocabulary. We cannot use the language, if we don't know the words of that language. English language has vast tourism terms. It is the richest language of the world. One cannot learn a language without learning vocabulary. Therefore, the study of tourism terms has occupied the central place in teaching learning activities. "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement, if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words." This speaks volumes about the significance of tourism terms in learning, developing and enriching English.

Tourism terms are very important means to express our thoughts and feeling, either in spoken or written form. Indeed, neither literature nor language exists without vocabulary. J. H. Hulstijn rightly says that terms are the bricks the bricks with which the poetry and the literature of the world have been built. It is mainly through using words that we compose and express our thoughts to others. We can tackle our own task through words. It shows terms are powerful tools.

The prominent role of vocabulary (tourism terms) knowledge in second or foreign language learning has been recently recognized by the theorist and researcher in the field. Nation properly states that teaching vocabulary should not only consist of teaching specific tourism terms but also aims at equipping learners with strategies necessary to expand their vocabulary knowledge. By showing actual objects and showing models It is a very useful technique to teach tourism terms to the beginners.

The names of many things can be taught by showing actual objects. It gives real experience and sense to the learners.

There are several effective explicit and implicit strategies for teaching tourism terms:

Explicit Vocabulary Instruction

Pre-teaching tourism terms

One of the most effective methods of helping children learn new tourism terms is to teach unfamiliar words used in a text prior to the reading experience. Learners should preview reading materials to determine which tourism terms are unfamiliar. Then these words should be defined and discussed. It is important for learners to not only tell the learner what the word means, but also to discuss its meaning. This allows the learner to develop an understanding of the tourism terms' connotations as well as its denotation. Also, discussion provides the learner with feedback about how well the learner understands the tourism terms. After pre-teaching tourism terms, the learner should read the text.

Repeated Exposure to Words

It may seem common sense that the more times we are exposed to tourism terms, the stronger our understanding becomes. However, repeated exposure to new tourism terms is often ignored. Adults often forget a person needs to hear and use a word several times before it truly becomes a part of her vocabulary. Providing multiple opportunities to use new tourism terms in its written and spoken form helps learner solidify their understanding of it.

Keyword Method

Like pre-teaching, the keyword method occurs before a learner reads a particular text. In this method, unfamiliar tourism terms are introduced prior to reading. However, rather than encouraging the child to remember a definition for a new tourism terms, the learner teaches him a "word clue" to help him understand it. This "word clue" or key tourism terms might be a part of the definition, an illustrative example or an image that the reader connects to the tourism terms to make it easier to remember the meaning when reading it in context. The idea behind the keyword method is to create an easy cognitive link to the tourism terms' meaning that the reader can access efficiently during a reading experience.

Word Maps

The word map is an excellent method for scaffolding a child's vocabulary learning. Like the other explicit instructional methods, the learner should preview reading materials to determine which tourism terms are unfamiliar. For each of these new tourism terms the learner creates a graphic organizer for the word. At the top or center of the organizer is the tourism terms. Branching off of the tourism terms are three categories:

classification (what class or group does the tourism terms belong to), qualities (what is the tourism terms like) and examples.

Using prior knowledge the learner fills in each of these three categories. Word maps help readers develop complete understandings of words.

Restructuring Reading Materials

This strategy is particularly effective for helping struggling readers improve their vocabularies. Sometimes grade level materials are inaccessible to readers because there are too many unfamiliar tourism terms in them. Adults can restructure the materials in several different ways to help readers comprehend them more easily. A portion of the difficult words can be replaced with “easier” synonyms to help the reader understand the overall text. Vocabulary footnotes (definitions provided at the bottom of the page) can be added for particularly challenging tourism terms so that the reader can easily “look up” the word while still reading the text. An accompanying vocabulary guide can be provided for the text. Tourism terms that are included in the guide should be highlighted or printed in bold text to direct the reader to check the vocabulary guide if the word or its meaning is unfamiliar.

Implicit Vocabulary Instruction Incidental Learning

Incidental vocabulary learning occurs all of the time when we read. Based on the way tourism terms are used in a text we are able to determine its meaning. While you may not know what a specific tourism terms mean, many times you can determine its meaning based on what the rest of the sentence focuses on. Learners should model this sort of incidental vocabulary learning for learners to help them develop their own skills.

Context Skills

Context skills are the strategies that a reader uses for incidental vocabulary learning. Texts are full of “clues” about the meanings of tourism terms. Other tourism terms in a sentence or paragraph, captions, illustrations and titles provide readers with information about the text that they can use to determine the meanings of unfamiliar words. These features are often referred to as “context clues” because they are contained within the context of the piece of writing rather than outside it. Learners should be taught to find and use context clues for learning new tourism terms. Language modeling and practice are key for helping learners develop this important reading skill.

The list of used literature:

1. M. D. Bush, “Language Learning with effective techniques.” Symposium of the Computer Aided Language Instruction Consortium, Albuquerque, 2015.
2. M. Celce-Murcia (ed.), “Teaching English as a Second or Foreign Language,” Heinle & Heinle Publishers, Massachusetts, 2011.
3. J. H. Hulstijn, “The Use of Modern Tactics in Experimental Studies of Second Language Acquisition.” A Survey of Some Techniques and Some Ongoing Studies, Language Learning & Technology, Vol 3, No 2, 2013.