APPLICATION OF AUDIO LINGUAL METHOD IN
TEACHING VOCABULARY

Uzbek State World Languages University
*Teacher: **Kattaboeva Dilrabo Kattaboevna***

Annotation: For language education instructors, this article highlights the value of using real and audio-lingual resources while teaching vocabulary. For most people, the ability to speak a foreign language is synonymous with knowing that language because speech is for them the basic means of human communication. Language learners no longer hold their professors to the conventional methods of primarily emphasizing grammatical ability and employing approaches that were used in the past.

Key words: language, vocabulary, audio lingual, material, education, teaching, student.

Today, teachers are expected to provide their students with useful active knowledge of the foreign language, not just theory about the language.

The scientific study of foreign language teaching methods focuses on instructional strategies that assist language instructors in helping students pick up the target language. The educational process, or teacher-student interaction, which involves classroom management, student activity, and teacher activity, is the focus of science.

Method of foreign language teaching is a body of scientifically tested theory concerning the teaching of polysemantic words in schools and other educational institutions. It is a science which studies aims, objectives and content of the educational process, teaching aids and materials involved as well as methods and approaches, principles and techniques of training and instruction; educational value of teacher-student interaction on the basis of teaching vocabulary.

Students may struggle while trying to communicate in English. They have to think more often when speaking in another language. Of course, in order to communicate, children need to engage with their teachers, friends, and other people. Some educators claim that they still struggle to help pupils learn vocabulary because, due to a lack of language, children are unable to articulate what's going through in their heads. For English language learners, speaking has frequently been a challenge and a barrier due to vocabulary. Maybe someone will wonder why. The answer is obvious. In the natural spoken language students are required to be aware of characteristics of fluent speech, such as reduced forms, fixed phrases, collocations and most importantly the pace of speech. All of these have to be taken into consideration while practicing conversation in class. Without these, our spoken language would sound bookish and unnatural. To avoid this, it is essential to introduce and practice "real" communication with our

students within the learning process. If it is neglected, it may be a reason why learners are often shocked and disappointed when using a foreign language for the first time whilst interacting in foreign environment. They have not been prepared for spontaneous communication and could not cope with all of its simultaneous demands.

One of the alternative approaches is Audio-lingual teaching method which is particularly successful for teaching vocabualry as an active vocabulary. The term "audio-lingual teaching method" refers to a technique that places a strong emphasis on word repetition to enable learners to utilize the target language in conversation. The repetition and exercises are meant to break apart the difficult sentences into smaller chunks.

One of the main components of audio-lingual language instruction methods, which emphasize oral practice for repeating structural patterns, is drilling. When instructors employ the audio-lingual technique in their instruction, they may find the following benefits:

(1) the classroom activity, which is the teacher's centered so that it makes the teacher easier to manage the learners

(2) the usage of the target language in the classroom, which is meant to make the students have the same abilities that the native speakers have

(3) the classroom activity, which focuses on pattern drills so that the teacher only gives brief explanation, and focus on oral skills leading to good pronunciation and speech .

One of the ways to solve this problem is by improving the quality of teaching method/technique. This fact encourages me to use communicative language teaching method in order to improve the students' speaking achievement where the language learners use active vocabualry.

Teaching polysemantic words with the help of authentic material makes use of real-life or simulated real-life situations in order to promote effective language use. The teacher sets up a situation that is likely to occur in real life and encourages the students to perform a task. Appropriate language is pre-taught using a variety of techniques, and practiced in context.

For new vocabualry items, explanation and demonstration are used instead of translation. Since the classroom is a real-life setting where successful communication occurs, all classroom interactions take happen in the target language. In order to achieve their own goals, students are encouraged to take charge of their learning, engage with one another, and ask questions.

Students are encouraged to engage actively, which helps them feel more confident about their abilities. This encourages them to use the language more frequently, which speeds up their learning.

One of the best ways of helping learners to activate their knowledge is to put them in "safe" situations in class where they are inspired and encouraged to try to speak a foreign language while using active vocabualry in their speech. Teachers should try to create such activities in which learners feel less worried about speaking and less under pressure.

The list of used literature:

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