

DEVELOPING VOCABULARY THROUGH SPEAKING AND LISTENING ACTIVITIES

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Abstract: Vocabulary is an important aspect of language and communication skills. Teaching new vocabulary in a foreign language class can be a challenge for many teachers. A complete knowledge of a word requires far more than simply recognizing the word or being able to state its meaning; it includes learning it: form (spoken and written form, parts of words), meaning (form and meaning, concepts and references, associations) and usage (grammatical functions, collocations, and limitations of use). Since the goal of the English language school program is to learn English for communicative purposes, this article, based on recent research on foreign language vocabulary teaching and learning, calls for the use of some very important strategies and techniques for effective vocabulary teaching and building Listening Skills Comprehension and speaking: dividing text vocabulary into active and passive, effectively organizing and focusing repetition, using the target foreign language at different stages of the lesson, and selecting effective teaching and learning activities. These strategies offer learners good opportunities to expand their current vocabulary and acquire new words in the target language in a classroom-based environment.

Keywords: vocabulary, foreign language, speaking, listening, activity.

Referring to our teaching experience, communication characterized by low levels of verbal accuracy and fluency is often observed in an EFL classroom, even though learners have studied it for many years. Naturally, the following question arises: What strategies and techniques must foreign language teachers use to teach vocabulary effectively while building listening and speaking skills to help their learners learn a language for communicative purposes? Through a literature review, the research aims to examine this question and make suggestions for English teachers to teach and learn vocabulary effectively concerning language learning theory and research.

When dealing with vocabulary, it is important to consider what it means to know and learn a word. Full knowledge of a word requires more than just recognizing the word or being able to state its meaning, as is typically the case when ESL is taught and learned in the classroom. Borrowing from Nation (2005) and Thornbury (2008), knowing and learning a word from the perspective of receptive and productive language includes knowing and learning its: form (spoken and written form, word parts), meaning (form and meaning, concepts) and referents, associations) and usage

(grammatical functions, collocations, and usage restrictions). The spoken and written form: The lack of consistency between spelling and pronunciation makes it difficult (or impossible) to base pronunciation on the written form, or vice versa, not only for foreign learners but also for native speakers (Nation, 2005, p. 45). Not knowing the correct pronunciation can lead to not understanding words in spoken English that the learner clearly understands in written English. In addition, the stress in a word determines the lexical and grammatical meaning of the word (/import/-noun, /import/-verb.), the length of a phoneme determines the lexical meaning of a word /i:p/ - /ip/, and a sound can be represented by one or more letters: // (cut, come, country, blood, does). Word parts: A known stem or affix facilitates the process of word learning and use; It helps the learner: remember its meaning, recognize it in a different context, make assumptions about the meaning of unfamiliar objects, and expand learners' expressive possibilities by using another word instead of the target word without being able to remember a specific communicative situation. Meaning: To fully understand a word, learners need to know not only what it refers to, but also when the boundaries separate it from words of related meaning (such as synonymy, hyponymy, antonymy, part-whole relationships) (Gairns & Redman, 2004, p.13).

In addition, to avoid confusion, learners need to know that a word form can have: several different meanings that are not closely related (homonymy: a tray for papers; a tool for cutting), and one referential (denotative) and one connotative meaning. Grammar function: To use a word correctly, one must know what part of speech it is and what grammatical patterns it can fit into. This is particularly important in English, where: the same word form can be used in different parts of speech (a book / to reserve a table); the lexical choice, especially of the verbs, determines the grammatical structure of the rest of the sentence: the prices went up (intransitive verb); She enjoys music (transitive verb); I left the key at home (complex transitive verb). In addition, as in other languages, words of a certain word class are classified according to their grammatical features (regular/irregular verbs, countable/uncountable nouns, and regular/irregular noun forms in the plural). Unfamiliarity with irregular shapes can lead to improper learning and use by the learner. In collocation, it is important to know which word typically occurs with [The earth rotates (not orbits) the sun]. Such knowledge of words helps learners to learn and use the target language correctly and fluently. With insufficient word formation ability and under the influence of the mother tongue, the learner tends to use grammatically correct but unnatural phrases (I have decided instead of I have decided). Usage constraints refer to the sociolinguistic factors (such as the speaker's relationship to the addressed speaker, their social status, age and gender, the communication goal, etc.) that drive the language used to use a word (of a particular style or voice) pitch) rather than another (with a different style or

voice) in a given communication situation. Failure to consider these aspects can lead to inappropriate use of language.

This multidimensional nature of word knowledge needs to be considered when choosing the right strategies and practice activities that will allow learners to progressively acquire the desired aspects of word knowledge and commonly spoken English for communication purposes. Below are some key strategies and activities that can be used successfully in developing EFL vocabulary through speaking and listening activities. It should be noted that not all aspects of word knowledge of every word occurring material should be fully considered. It is the teacher who selects the words and their aspects that need to be included in the learner's active vocabulary based on their importance to text comprehension, the learner's knowledge load, and their role in the development of learning skills.

Division of text vocabulary into an active and passive vocabulary: the new words aimed for must be used in the active (important to be part of the active vocabulary) and in the passive (must be known but not learned as they will be the focus later) for learners are more important). When teaching active vocabulary, it is recommended: to take time to give examples and ask questions (Doff, 1988, p. 19) so that students can see how the word is used; a rich instruction that explores different aspects of word knowledge and encourages learners to process the word thoughtfully and actively (Nation, 2005, p. 95). Good contributions to this strategy are the activities of finding keywords in a text and creating a semantic or thought tree of words or ideas.

One such strategy, the division of text vocabulary into active and passive vocabulary, should be encouraged to be used by the learner to enhance independent vocabulary learning. To this end, the teacher should regularly discuss with the students what new words need to be learned from them. They justify their choices and are trained to choose words for their learning. Repetition is very important for vocabulary learning, especially when there is so much to know about each word (as illustrated above); An encounter with him is not enough to acquire the word fully and use it fluently. Repetition not only helps to consolidate knowledge but can enrich previous meetings. Repetition is not meant as a mechanical repetition of the word as a chain of sounds; Such repetition does not help word memory, but word from memory. Effective repetition, which strengthens and enriches word knowledge, involves the exposure of learners to word use in different contexts by listening to and reading texts and using them in different speaking and writing activities (Nation, 2005).

Much research has been done on how elements should be repeated. Concerning Nation (2005), foreign language vocabulary research has shown that: - learning through repetition depends on the spacing of repetitions and the type of repetition; - Spaced repetition (spreading the repetition over a long period) leads to safer learning than bulk repetition (using a continuous period, e.g. 15 minutes). Pimsleur (1967, cited in Nation,

2005, p. 77) proposed, based on research, an exponential scale for the size of the distance between repetitions; The general principle behind distance is that the older a learner is, the slower they forget. Similarly, Webb's results from his study (2007) showed greater knowledge gains for at least one aspect of knowledge as repetitions increased. Webb suggested that more than ten repetitions might be required to develop full knowledge of a word.

But there are even research cases, such as Webb & Chang's (2014) study, which suggest that frequency is just one of many factors affecting learning and found that the relationships between vocabulary learning and frequency and distribution of occurrence are not significant. Regarding the type of repetition, experimental evidence has shown that retrieving the element is more effective than simply seeing it again, as it resembles the performance required during normal use (Nation, 2005, p. 79). When there is a delay between the presentation of a word form and its meaning, learners have an opportunity to try to guess or remember the meaning, resulting in faster and longer-lasting learning. Encountering words when listening to and reading texts and using them when speaking and writing offer opportunities for relaxation. Baddeley (1990, cited in Nation, 2005, p. 79) considered the combination of spatial repetition and retrieval to be easy to handle and broadly applicable.

The type of repetition is closely related to the learning objective: word form, word form-meaning connection, and remembering the meaning in different contexts. Nation (2005) found that more extensive repetition (expanding the meaning of the word and meeting some of its collocations) had stronger effects on understanding passages than repetition of the same information. Repetition must be realized through various activities that allow learners to use the words in different ways, not only to repeat the known aspects of the word but also to enrich it and expand word meaning and usage. Gairns and Redman (2004) suggested FL teachers use an activity aimed at reviewing the previous lesson(s) before starting the new lesson. In addition to the teacher's responsibility and desire to check the target words, the course books and the total number of EFL lessons play an important role in this aspect. A good course book provides students with materials and content that allows learners to review previous language elements. The number of EFL instruction hours must be signed for teachers to allocate enough refresher hours to their learners.

Learn vocabulary through clear instructions and definitions. Another important factor in vocabulary acquisition is the strategy used to present new words, either before listening to a text or when they appear during the lesson. Target word translation is a traditional and widely used vocabulary presentation technique as it is the simplest and clearest way to show the meaning of the word, but it is incomplete and insufficient as learners cannot see how the word is used, and neither can you. Concentrate on the other aspects of word knowledge.

Three main factors affect vocabulary acquisition through oral input:

1. The teacher's ability to define a word; good definitions must be specific, direct, unambiguous, and simple; Ellis (1995) and Chaudron (1982) (cited in Nation, 2005, p. 83) suggested that short, direct word definitions are best suited for oral input while repeating the meaning of words for learners with a limited brief knowledge of Advantage is useful and can lead to confusion. Appointment memory and make it difficult to recognize which characteristics are decisive for the meaning of the word. The use of unknown words when defining the target word also makes understanding impossible.

2. The ability to learn. Learners have different learning styles: they learn differently and at different speeds because of their biological and psychological differences. Therefore, some learners use a holistic model of word meaning (they abandon a concept when conflicting information arises); More successful learners use an analytical approach (developing a concept for a word that consisted of several separate components of meaning and allowed the incorporation of new information); some students perceive the new verbal information, which depends heavily on the visual representation; others prefer spoken language; still others respond better to physical activity (Oxford, 1990). The teacher must help learners to define their perceptual style and help them memorize new foreign words using the techniques that best suit their learning style.

3. The features of the language in question are important for communicating and understanding meaning. There are many ways to communicate the meaning of words: through actions, by showing objects, pictures, or diagrams, by using translations, by defining them in a foreign language, and by providing linguistic context cues. Visual techniques such as real objects, images, and action demonstrations are considered to be the most beneficial methods of conveying word meaning because learners see an instance of meaning, and meaning is memorized both linguistically and visually. Additionally, these techniques are often viewed as fun by learners and time-saving by teachers.

The use of the English language in different phases and situations of teaching for practice purposes. Non-English teachers teaching classes of learners who speak a common language other than English have many opportunities to use basic English in the classroom. The target foreign language can be used (Doff, 1988): in the lesson itself: explaining a new word or grammar point, giving examples, introducing a text, asking questions, etc. It should be noted that the explanations in English should be simple and as clear as possible so that the learners can understand them. If the language to be explained is too complex, it is best to use the learner's language, for other activities that are not part of the lesson: checking attendance, telling learners where to sit, explaining how an activity works, controlling the class, etc. In such activities,

teachers use organizing language made up of simple commands, and Instructions are repeated in each lesson: Books open/close! Please come here. Be calm! Who wants to clean the blackboard? Who is absent today?). If the teacher says them over and over again in English, even beginners will quickly understand what they mean. Also, the situations that arise in class (a student is late, someone forgets a book) and conversations in English with the class about interesting topics (student activities, holidays and vacations, a school play, a TV show, birthdays, etc.). Starting the lesson (rather than going straight to the textbook) creates an opportunity for real language practice and creates an English-speaking atmosphere in the classroom that makes learners feel that English is the right language for communication and not just a school subject.

Because the teacher speaks English most of the time, learners practice listening and responding to spoken English, which helps them absorb and learn words and phrases that go beyond the language of the textbook. While there are benefits to using English in class, teachers should not feel that they have to use it all the time; There are situations where it makes more sense to use the learner's language than English. How much English the teacher uses depends on the level of the class and the teacher's language skills. Selection of vocabulary teaching and learning activities. Numerous practice activities can be used to learn target vocabulary while building listening and speaking skills (see Doff, 1988; Gairns & Redman, 2004; Hedge, 2000; Thornbury, 2008). When choosing the right one for successful teaching and learning, it is important to consider the following aspects:

The goal of the activity. An activity can help learners acquire one or more aspects of word knowledge. After testing the learner's knowledge of the target vocabulary, the teacher selects the activities that will help the learner acquire the aspects they are already missing. The psychological conditions that the activity uses to achieve the learning goal of perceiving, remembering, and creating help the learner retain the word in long-term memory. Recognizing or directing learners' attention to the target words can be influenced by several factors, including stress on the word during text entry or discussion, learners' prior exposure to the word, guessing a word from context, and decontextualization (emphasis). write on the blackboard, negotiate the meaning of words with each other or with the teacher).

During a receptive activity (reading/listening), the learner can perceive the form and retrieve its meaning; Similarly, when the learner wishes to communicate the meaning of the word, they retrieve it's spoken or written form in a speaking/writing activity. Generating involves seeing or using previously encountered words in new contexts that differ from the previous encounter with the word. For example: retell a text from a different perspective, and role play based on a text. The new encounters force learners to review their knowledge of the word by incorporating a range of

variations from inflection to collocation and grammatical context to references and meanings. Teaching new vocabulary in a foreign language classroom is a real challenge for teachers, as full knowledge and mastery of a word require more than just recognizing it or giving its meaning. The following strategies need to be employed when aiming for effective vocabulary teaching while building listening and speaking skills to help learners learn a language for communicative purposes: Splitting text vocabulary into active and passive vocabulary to allow time for further practice activities save up; Effectively repeat the target vocabulary to strengthen and enrich it, taking into account the spacing of the repetitions and the type of repetition; Using clear instructions and definitions to improve vocabulary acquisition through oral input; using English in different phases and situations of the lesson to provide more practice input;

Choosing vocabulary teaching and learning activities, taking into account the goal of the activity and the psychological conditions it uses to help learners achieve their learning goal; Increase learner engagement with lexical items in various listening and speaking activities to enhance vocabulary learning.

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