



PRACTICING VOCABUARY ON THE INTERNET

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Article history:	Abstract:
Received: December 8 th 2021 Accepted: January 10 th 2022 Published: February 18 ^h 2022	The purpose of the following study is to demonstrate the importance and benefits of using internet resources to practice and revise newly acquired vocabulary. The goal of this article is to motivate language learners to use digital tools, media, and the Internet to implement these research-based recommendations in innovative ways, i.e., to use technology to enhance learning potential.

Keywords: Internet resources, word games, long term memory, short term memory, learning potential, online elements, technology, methods, information

INTRODUCTION

Vocabulary is the core of any language. Several studies have focused on vocabulary, and different methods and strategies have been considered by various scholars seeking to suggest an appropriate way to facilitate vocabulary acquisition. Vocabulary acquisition takes place in a relaxed, stimulating, and engaging environment that draws students' attention to the new word and its contextual use. Researchers have proved that about 80% of heard information is forgotten after 24 hours. They claim that new items are firstly stored in the short-term memory, where retention is not effective if the number of chunks of information exceeds seven. It is an often experienced phenomenon that after repeating words again and again, students are able to recall them in a short time, but it is more difficult to keep words and expressions in the long-term memory. An account for this is that vocabulary goes from passive to active knowledge, which means that words need to be often repeated before they become active vocabulary. It takes time for this process to work. That is why improving vocabulary skills requires constant attention. There are a number of strategies and exercises designed especially to help students increase their vocabulary. Techniques with which students learn new words through funny activities seem to be very effective, as they are based on the enjoyment of playing. This idea is expressed by Healey, who claims that when games are "also high in language learning potential, it's a winning combination" (2000b). As a result, educational experts have invented word games that students can play as a warmer or as relaxation in the lessons and at home with their friends. Using the Internet for this purpose is a relatively new invention, and is becoming increasingly popular. The real advantage of using internet resources in language teaching is that it expands the possibilities for teaching and learning. It catches students' imagination and they learn new things unconsciously. If words are learned in context instead of in random lists they are more likely to be remembered in the long run. Meaningful tasks require learners to analyze and process language more deeply, which helps them retain information in long-term memory. In this case, teachers play an important role. Their responsibility is to make sure that the high frequency words get revised regularly until they are thoroughly learnt. Also Gairns and Redman argue that students' knowledge is primarily determined by the number of times they see or use the words. Moreover, they need to be challenged to link the words with other words that they already know. (Gairns and Redman, cited by Bárdos, et al, 1994). Therefore, improving vocabulary skills requires constant attention. To activate new vocabulary new techniques are needed which are suitable for the new generation living in the age of information and communication technology.

Method And Materials.

The findings of the following study were reached using a variety of materials and methodologies. The main themes and assets used to decide which methods to use in the following research were Internet resources in an elementary course, learning and the teaching process, teacher roles, and language teaching aims. Observation and experimentation have primarily been used as research tools. They have been performed in English classes of various levels. For a group of second language learners, the procedures included a pre- and post-test. The experimental group performed exceptionally well in learning vocabulary using various types of internet resources via computers, according to the findings.

Participants

A proficiency test was given to thirty intermediate learners, ranging in age from 18 to 21, who were learning English as a foreign language. For the purpose of this research, 20 students were chosen based on their proficiency test scores. The participants were divided into 2 groups: control and experimental (10 subjects per group).

Instrumentation

Proficiency Test

A Proficiency Test was given to a group of 30 intermediate EFL students in order to choose a homogeneous group of participants based on their language proficiency level.

Pretest

Both the experimental and control groups conducted a vocabulary-based pre-test (five fill-in-the-blank questions and 20 multiple-choice questions). This type of test attempted to ensure participant homogeneity and also required data for comparing pre-test and post-test means of both groups.

Posttest

The researchers devised a vocabulary-based test with 20 items in order to assess the participants' progress during the session. The new terms were chosen among those taught during the course.

Procedure

At first, 30 intermediate EFL participants were given the Proficiency Test as a homogenizing instrument. The students in this study (20) were chosen from those who were one standard deviation above and below the mean. They were separated into two groups: one experimental and the other control.

In the next phase of the study, participants in both groups passed the pretest. Selected words from the most common topics were presented to the participants in both groups Longman, Cambridge, and Collins Cobuild, for example, provide 'Word of the Week' or 'Word of the Day' sites where new words or phrases are offered on a regular basis. They give the reader a brief definition of the terms and show how they are used in context. The project was explained to the participants of the experimental group. They received step-by-step instructions on how to learn these words and put them into practice online. Participants in the experimental group were allowed to use the Internet in the classroom. Throughout the lesson, the experimental class students enjoyed a pleasant environment where they used different words in context. Learning new words allows students to collaborate and compete with each other, so they are ready to learn them quickly. The control group used traditional methods, paper and pen techniques to teach the participants new words. This group learned new words in sentences, texts, and passages. The course lasted 4 weeks, 2 sessions per week.

At the end of the course, participants in both groups (N = 20) took a posttest. The posttest included 25 assignments (fill in the blanks = 5 and multiple choices = 20 items).

RESULT AND DISCUSSION

Pre- test results. The results of the pre- test, which included 25 dictionary-based elements at the beginning of the course, did not show a statistically significant difference between the control and experimental groups, confirming that they were in a similar position.

Post-test results. The results of the posttest (researcher-created vocabulary test) analysis of both groups showed that participants in the experimental group reported significantly better results than participants in the control group. The test results, based on the dictionaries studied over four weeks and used in practice, showed that the members of the experimental group had a better result in less time than the control group. the hypothesis that there is no significant difference between the initial scores can be rejected with 95% confidence. As a result, with the help of sites aimed at increasing the richness of the dictionary, it is possible to suggest that the experience of practical application can be seen as an effective tool in English lessons in general, and more precisely in vocabulary lessons.

CONCLUSION

The findings show that dictionaries can be effective in learning words from teaching sites. Available findings suggest that online definitions and exercises create an interactive and stimulating context in which students can easily and unconsciously share their information, as well as the need for online assignments. and is effective in mastering vocabulary due to obligations. students gain new words through these assignments as they compete and collaborate with each other in an interesting environment. It is worth noting that, as the saying goes, "Necessity is the mother of invention", it learns more when needed, and this issue became apparent during treatment. Participants in the experimental group had to understand the content of the on-screen writing in order to complete or win the online task correctly. On the one hand, they became more interested in online assignments and wanted to achieve better results, and on the other hand, they tried to learn more new words in addition to the dictionary prepared for the lesson. The faster and faster they have access to a new dictionary, the better they will perform the tasks. As for teachers, their role should be more of a researcher and facilitator when it comes to using the internet in the classroom. One area where teachers can learn more as a researcher is to acquire information. To be an effective facilitator, it is necessary to have knowledge of lesson planning and the skills needed to incorporate online elements into the learning process. Modern English teachers need to gather the latest information about the Internet and

websites that provide dictionary games, so they need to provide students with such information. Finally, we hope that the findings can be further developed in light of research conducted in the same.

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