



## TEACHING ENGLISH VOCABULARY TO B1 LEVEL STUDENTS

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<b>Received:</b> 13 <sup>th</sup> October 2022 <b>Accepted:</b> 13 <sup>th</sup> November 2022 <b>Published:</b> 24 <sup>th</sup> December 2022	When teaching vocabulary, we must first organize methodically. The methodical organization of vocabulary teaching depends on the purpose of activating it in the type of speech activity. By methodical organization of vocabulary teaching, we mean teaching the lexical aspect of speech activity, forming, teaching, and automating lexical skills. This article is about teaching English vocabulary to B1 level students.
<b>Keywords:</b> teaching English, intermediate, vocabulary, lexicology, students, environment, activity, task, methodology, organizing	

Teaching vocabulary at the intermediate (B1) level is a difficult task, as it requires more attention than students' enthusiasm for learning. According to the CEFR, ESL level B1 candidates (i.e. intermediate independent users of the target language) should understand the gist of direct, normal feedback on familiar issues experienced every day in work, education, etc. , they are required to be in a position to handle most situations that may arise when using objective language in a variety of social settings, at home or abroad. They can create a straightforward book on topics of personal or social interest, and they can describe meetings and situations, dreams, hopes and aspirations, and offer at-the-moment reasons and explanations for thoughts and plans. Methodology of teaching English as a science. There are scientific research methods in the methodology of teaching foreign languages; critical study of foreign language teaching experiences in schools, generalization of advanced and productive experiences of foreign language teaching, observation of teachers' training, conducting interviews, answering questionnaire questions, and analysis, teaching foreign languages in secondary schools. Methods widely used in teaching: Demonstration, explanatory exercise, practical acquisition of a foreign language, turning it into a means of communication within the limits of the limited school program, increases the importance of the demonstration method. He includes a textbook, a collection of pictures, film clips, and handouts among the main tools of the student, and includes the school program and teacher's book among the main tools of the teacher. Pupils and teachers introduce self-prepared cards, tables, pictures, toys, dictionaries and methodical literature. Knowledge and practical skills are supported in the creative implementation of education and training in schools, academic lyceums and vocational colleges: While studying the methodology course, the student participates in three types of exercises; the higher educational institution listens to a set of lectures based on the ARCHIV U7 program, takes practical methodical lessons and passes the qualification training practice. At the moment, foreign language teaching methodology includes the goals and content of foreign language teaching, legality, methodological tools, ways, methods, educational system, as well as learning with the help of a foreign language. is considered as a science that implements the education of students. The method of teaching foreign languages in secondary school has its own purpose. The subject of the foreign language teaching methodology is the foreign language teaching process and the education of the young generation through a foreign language. To study the goals and conditions of foreign language teaching, the size and character of the language material. In teaching English lexicon, students should deepen their knowledge of English at school and develop their speaking, speaking, writing, reading and understanding skills, reading and translating related literature and using them. The object of study of the English language course is the word, which is the main unit of the language, the vocabulary of the English language and its phraseological fund. The vocabulary of the language is closely related to the life of the society. This taught subject includes changes that occur in all aspects of life and are reflected in the vocabulary of the language. Another goal of the subject is to improve the student's speech on the basis of the grammatical and lexical materials. students will learn more than 800 lexical units that should be mastered in English language classes in the 1st stage, and will be taught the skills and abilities to use them in oral speech. In this way, the student's vocabulary is increased, he is directed to professional communication and speech culture. After reading different texts in English, they are taught to speak what they understand by listening, and create dialogues. The student should be able to translate different sentences, compose dialogues, write short stories and express his opinion in English. 15-17 speech units are suitable for each speaker. In English lessons, after reading the materials given for translation, the content of the text is spoken. During the lesson, they will be taught to read and understand various English stories and texts related to the specialty. It helps to develop speech in English by reading and speaking the existing foreign language text and requires the use of more complex texts. It is required to express in writing the lexical and grammatical material of the first stage using different lexical units based on the

topic heard, seen or read in English classes. Typically, dictionaries were offered to students as notes and slang guides, since few students had to learn and retain word meanings. This teaching approach allows only superficial and temporary learning of words. Texas Reading Initiative found that students who simply memorized word meanings often had difficulty applying the information in the definitions and often made mistakes in meaning. A word used in different contexts can have different meanings: so basically learning the meaning of a word without examples of where and when it occurs will not help students fully understand its meaning. Learning individual word lists without reference to context is a rote exercise that makes it difficult for students to use words in spoken and written language. Looking at the context in which a word appears seems to be the best way to learn vocabulary and learn how its meaning relates to the words around it. In addition, a methodology that includes definitions can produce as complete and tailored information about the impact of words as they are used in their content. When students are given a few sentences that use a word in different ways, they begin to see how the meaning of words can shift and change depending on the context. Learners need to see words in a variety of contexts to learn them in depth and emphasizes the importance of context, noting that although English language learners have a functional vocabulary of the 3,000 most frequently encountered words, they do not know about 20 percent of the items as they occur in text. Working with too much vocabulary can kill all interest in reading and even hinder comprehension," as students focus more on individual elements and less on the context that gives them meaning. . This makes every study slow and inefficient." Therefore, good readers often learn their vocabulary through context through independent reading. In any case, states that "although random learning can be done by adjusting the jargon, it is not efficient at all". Indeed, learning vocabulary should be meaningful for students. This occurs when the learner is able to relate new words to their prior knowledge or schema. So, whenever we teach a strange English word, we can ask students to look it up in a dictionary or other reference, or surf the Internet to find its origin. Interesting stories behind a word's introduction can often be a great refresher for readers to remember a particular word. Thus, learning the etymology of a word will definitely help students understand new words. By drawing pictures. This is a simple and quick way to introduce students to slang. For less learners, drawing can be a great tool for clarifying jargon. The teacher does not necessarily have to be an expert in drawing. Can draw rough sketches to make the idea clear. Basic sketches often work well. You can even have students complete their own drawings, which will further enhance their understanding of the jargon. Nearby words and related words can be identified by key images. Pictures of different colors and tones can be used effectively to show the importance of words and sentences. Drawings can be used to determine the importance of objects, activities, properties, and relationships. In part of speech recognition, "What does what?" exercise can be done. All prediction procedures described so far focus on the linguistic information contained within the text. There are other important sources of information. These include: knowledge of the topic students are reading (which may be acquired through the students' first language) and the knowledge they already have about certain words by familiarizing them with the conceptual structure of the topic before they know it. knowledge. When students encounter an unknown word and discover its meaning, they may want to make an extra effort to remember the word. Mnemonic strategies are systematic procedures for enhancing memory. The word mnemonic comes from the name of the Greek goddess of memory - Mnemosyne. The keyword method, a mnemonic strategy, has been shown to be effective with students who have learning difficulties and are at risk of academic failure. The keyword technique is not the only method that can be used to teach vocabulary. There is another method that can be very useful in learning vocabulary. This is through roots and affixes. Knowing Latin affixes and roots has two values for English learners. It can be used to help learn unfamiliar words by associating them with known words or to learn prefixes, suffixes. In addition, the context can be used as a way of checking whether the unfamiliar object is correctly guessed. Some Latin prefixes appear in many different words. For example, the ad prefix in various forms occurs in 433 of the 20,000 most common words in Thorndike and Lorge's Teacher's Vocabulary. Brow compiled a table of the most important prefixes and root elements and listed 20 prefixes and 14 root elements associated with the 14,000 words in Webster's Collegiate Dictionary and 100,000 words studied in the unabridged dictionary. These are combined into 14 problem words. By learning basic words and the meaning of their parts, students will learn the most useful prefixes and roots. When using prefixes and roots, students need three skills: they need to be able to break new words into pieces so that affixes and roots can be formed.

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