
USING MODERN METHODS IN TEACHING NEW WORDS

Mamajonova Malika Qahramon qizi

Teacher of Andijan academic Lyceum

of Ministry of Internal Affairs

ARTICLE INFO

ABSTRACT:

ARTICLE HISTORY:

Received:10.04.2025

Revised: 11.04.2025

Accepted:13.04.2025

KEYWORDS:

*professional
vocabulary, foreign
language teaching,
vocabulary acquisition,
language learning
strategies, integrated
language courses*

This article discusses the importance of professional vocabulary in foreign language learning, emphasizing the competitive advantages gained by mastering two or more languages in the modern world. It explores strategies for enhancing vocabulary acquisition through integrated language and subject-specific courses, particularly in the context of specialized fields. The role of vocabulary in communication and professional duties is highlighted, stressing the need for continuous improvement and updating of language skills. The article also addresses the shift in foreign language teaching methodology, from teacher-centered to student-centered approaches, aided by the widespread use of multimedia technologies and the internet. Additionally, the concept of "mobilization readiness" for vocabulary use in speech is explored, along with the growing demand for authentic foreign language communication in cross-cultural exchanges. The study reviews various strategies for expanding professional vocabulary throughout one's career.

A key characteristic of the modern world is the emergence of a community of highly skilled professionals with competitive advantages. One such advantage is proficiency in two or more foreign languages, supported by both experience and knowledge. Enhancing the teaching of foreign languages can be achieved by integrating language learning with the study of a specific professional field. The importance of vocabulary in language learning is significant, as a professional's ability to communicate effectively and perform their duties is directly tied to their

knowledge of specialized vocabulary. With the widespread use of the Internet and multimedia technologies, the focus in foreign language teaching has shifted from the instructor to the students themselves. Language learning has become a more interconnected and interdependent process. As a result, a skilled professional begins to recognize the necessity of continually updating and improving their language knowledge and competencies. There are various strategies in language teaching that aid in the acquisition of vocabulary, and this article discusses strategies for expanding professional vocabulary. The integrated approach to vocabulary learning will help to expand a professional's vocabulary over the course of their career.

Given the new socio-economic realities, the demand for authenticity in foreign languages as a means of communication between cultures has grown (Milrud, 1997). Effective communication is impossible without a sufficient mental inventory of words and the skills needed to combine them to achieve a communicative goal. A student's vocabulary must be in a state of "readiness" for use in speech (Bim, 1998). The challenge of mastering the lexical aspects of a foreign language remains a focal point for both domestic and international scholars (I.L. Bim, A.L. Berdichevsky, V.A. Bukhbinder, P. B. Gurvich, V. A. Kondratyeva, M.A. Burlakov, N.M. Grishcheva, N.G. Komlev, V.S. Korostelev, K.S. Krichevskaya, R.K. Minyar-Beloruichev, G.V. Rogova, G.K. Svetlishcheva, E.I. Solovtsova, G.V. Strelkova, A.N. Shamov, S.F. Shatilov, H. Becker, K. Giinter, W. Maier, L. Hoffmann, H. Schreiber, and others).[1].

Modern methods in teaching new words, especially abstract and academic vocabulary, focus on engaging students in more interactive, contextual, and multimodal ways. Here are several approaches commonly used:

1. Contextual Learning through Content-Based Instruction

- Definition: Rather than learning words in isolation, academic vocabulary is integrated into specific content areas (e.g., science, literature, history) so that students encounter new words in context.

- Application: Students learn words through reading academic texts, discussing topics, and applying terms within specific subjects. This method emphasizes comprehension and the use of words in real-world academic contexts.

- Example: Teaching terms like "synthesis" and "analysis" in the context of a research paper or historical analysis.

2. Explicit Instruction with Morphological Awareness

- Definition: Teaching students to break down complex academic words into roots, prefixes, and suffixes to understand their meanings more easily.

- **Application:** Students learn how prefixes (e.g., "pre-", "anti-") and suffixes (e.g., "-ology", "-ism") shape the meaning of academic words, helping them to decipher unfamiliar terms.

- **Example:** Breaking down the word "antithesis" (anti- + thesis) or "sociology" (socio- + -ology).[2]

3. Multimodal Approaches

- **Definition:** Using a variety of media and tools to teach vocabulary, including visual aids, audio, and interactive digital resources.

- **Application:** Combining images, videos, audio clips, and text to reinforce the meaning of abstract words. Digital platforms such as interactive dictionaries or apps like Quizlet can help students learn and test academic vocabulary in diverse ways.

- **Example:** Using images and short clips to illustrate words like "metaphor" or "cognition" to make abstract terms more tangible.

4. Word Mapping

- **Definition:** A method of teaching that helps students create mental maps of words by connecting them to related concepts, synonyms, antonyms, and examples.

- **Application:** Creating visual word maps where students link a key word with its meaning, synonyms, antonyms, and usage in a sentence.

- **Example:** For the word "paradigm," students might draw a map that links it to synonyms like "model," "framework," or "example," along with a definition and an academic sentence.

5. Task-Based Learning (TBL)

- **Definition:** This approach involves students using academic vocabulary in realistic, problem-solving tasks or projects.

- **Application:** Students are given tasks that require them to apply new words in meaningful ways. These tasks encourage critical thinking and the use of academic vocabulary within authentic contexts.

- **Example:** Assigning a project where students research and present a topic, using specific academic terms such as "hypothesis," "methodology," or "conclusion."

6. Interactive Peer Teaching

- **Definition:** Peer teaching allows students to explain academic vocabulary to each other, reinforcing their understanding.

- **Application:** Students pair up or work in small groups to define and use new words, explain their meanings, and create sentences or short dialogues.

- Example: Students can work in pairs to explain the concept of "epistemology" to each other, with one student providing a definition and the other giving examples[3]

7. Vocabulary Journals

- Definition: Students maintain personal journals where they track new academic words, their definitions, and the contexts in which they were learned.

- Application: Vocabulary journals encourage students to reflect on their learning and the practical application of new words in academic discourse.

- Example: After reading an academic article, students could list new vocabulary, define each term, and create example sentences based on the article's content.

In the modern world, the mastery of professional vocabulary in foreign languages is essential for specialists to maintain a competitive edge in their fields. The integration of language learning with subject-specific knowledge through interdisciplinary courses provides an effective approach for expanding professional vocabulary. With the increasing reliance on the internet and multimedia technologies, foreign language learning has evolved into a more student-driven process, encouraging continuous self-improvement and adaptation. As the need for authentic communication in global, cross-cultural contexts grows, so does the importance of equipping students with a "mobilization readiness" of vocabulary, ensuring that they can seamlessly integrate language into their professional duties. By adopting strategies that focus on the lifelong acquisition of vocabulary, professionals can ensure they remain well-prepared for the challenges of the ever-changing socio-economic landscape. Ultimately, the development of professional language skills not only enhances communication but also contributes to the broader goal of fostering intercultural dialogue and understanding in today's interconnected world.

References:

1. Habibullaevna, D. M. (2020). Modern strategies in teaching vocabulary of modern English. *European Journal of Research and Reflection in Educational Sciences* Vol, 8.

2. Vepreva, T. B. (2011) Teaching foreign language to students of non-language specialties // *Bulletin of the University of Pomerania. Ser .: Humanity. and social Sciences.* No4. p. 126-130.

3. Gairns, R. & Redman S. Working with words. Cambridge University Press, 2001

4. Исраилова, Н. Х. (2016). Конкретная поэзия как инновационное направление в немецкой литературе. Научная дискуссия: инновации в современном мире, (4-1), 197-201.

5. Israilova, N. H. (2016). Der Einfluss des Englischen und Amerikanischen auf die deutsche Sprache. In The Seventh International Congress on Social Sciences and Humanities (pp. 143-146).

6. Kh, I. N., Mamatova, N. K., & Mamatov, R. R. (2021). Methodology Of Teaching German As A Second Foreign Language. Экономика и социум, (3-1 (82)), 103-106.

7. Israilova, N. X. (2024). " KITSDEUTSCH" AS A NEW DIALECT IN A GERMAN COUNTRY. International Journal of Education, Social Science & Humanities, 12(4), 678-682.

8. Маткасимова, М. Э. (2024). ЛИНГВИСТИЧЕСКИЕ ОСОБЕННОСТИ В SMS. International Journal of Education, Social Science & Humanities, 12(4), 687-691.

9. Исраилова, Н. Х. (2016). Конкретная поэзия как инновационное направление в немецкой литературе. Научная дискуссия: инновации в современном мире, (4-1), 197-201.

10. Маткосимова, М. (2024). НЕМИС ТИЛИДАГИ СИМВОЛИК ВОСИТАЛАРНИНГ ЎЗБЕК ТИЛИГА ТАРЖИМАСИ. IQRO INDEXING, 9(2), 601-605.

11. Durдона, I. (2024). INTERAKTIV TEXNOLOGIYALARNING CHET TILI O‘QITISHDAGI O‘RNI. СОВРЕМЕННОЕ ОБРАЗОВАНИЕ И ИССЛЕДОВАНИЯ, 1(1), 227-232.

12. Isamutdinova, D. (2024). INNOVATSION PEDAGOGIK TEXNALOGIYA ASOSIDA CHET TILI DARSLARINI TASHKIL QILISH. СОВРЕМЕННОЕ ОБРАЗОВАНИЕ И ИССЛЕДОВАНИЯ, 1(1), 86-89.

13. Isroilova, H., & Isamutdinova, D. (2024). INNOVATSION PEDAGOGIK TEXNOLOGIYA ASOSIDA DARSLARNI TASHKIL QILISH. MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS, 1(2), 218-223.

14. Isamutdinova, D. (2024). LANGUAGE AS A CULTURAL HERITAGE. Экономика и социум, (4-1 (119)), 175-179.