

SCIENTIFIC OVERVIEW OF WORLD SCHOLARS TOWARDS VOCABULARY TEACHING**Abdisalimova Kamola**

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In foreign language teaching methodology the term “методика” has several invariants in English: methodology, methods and methodics. The word methodology will be used for “методика” and “методология” of teaching English as foreign language [TEFL].

There are several definitions of this term: Methodology (from Greek *methodos* – усул, билиш методи, *logos* – тушунча, фан) is a framework of organization of teaching which relates linguistic theory to pedagogical principles and techniques¹. According to different scientific literature methodology is a branch of pedagogy which dealing with peculiarities of teaching a certain subject.

Methodology of Foreign Languages Teaching is a body of scientifically tested theory concerning the teaching of foreign languages in school and other education institutions.

According to our understandings methodology is a system of principles and ways of organization, construction of theoretical and practical activity as well as teaching about this system. It is a science which studies aims, contents, means, principles, techniques and methods of a system of instruction and education.

Methodology is a branch of didactics which relates a linguistic theory to pedagogical principles and techniques. The scholars've considered the relation of methodology of foreign language teaching to other disciplines.

The tasks of the given dserttion work is integrating some aspects of knowledge of English, pedagogy, didactics, psychology, linguistics to formulate basic professional and pedagogical habits and skills. According to G.Rogova's opinion, methodology includes three main ponts:

- aims of TEFL (Teaching English as a Foreign Language);
- content of TEFL;
- methods principles and techniques of TEFL².

But it becomes evident that the three components do not constitute the whole teaching/learning process. The activities of learners and teachers, their interaction (symmetrical or assymetrical) and the role of instruction materials are the outstanding constituents. The task of methodology is to integrate the relationships among them and to draft requirements for each of them.

Teaching a subject is viewed here not simply as the delivery of prescribed formulate, imparting a certain amount of knowledge, but also developing habits and skills, but also as activity.

¹ https://ru.wikipedia.org/wiki/методология_науки

² Рогова Р.В. и др. Методика обучения иностранным языкам в средней школе / Г.В. Рогова, Ф.М. Рабинович, Т.Е. Сахарова. – М.: Просвещение, 1991.

To attain these aims in the most effective way constitutes the main subject of any methodology. The methodology determines the laws, principles, aims, content, methods, techniques and means (media) of teaching. The actual teaching of a language may differ in the analysis of what is to taught, in the planning of lessons, in the teaching techniques used, in the type and amount of teaching done thought mechanical means and finally, in the testing of what has been learned.

There is no unanimity regarding the term method either. In G. Rogova's et. al. view "method is a technological operation, structural and functional component of the teacher's and learner's activity, realized in techniques and principles of instruction. A method is a model of instruction based on definite theoretical provision, principle, techniques and aims of instruction³.

According to definitions a method is also a specific set of teaching techniques and materials generally backed by stated principles. A method determines what and how much taught (selection), the order in which it is taught (gradation), and how the meaning and form are conveyed (presentation). Since presentation, drill and repetition may also be the concern of the teacher, the analysis of the teaching/learning process must first determine how much is done by the method and how much by the teacher.

Technique in the methodology of TEFL is the manner of presentation, demonstration, consolidation and repetition. Means is something by the use or help of which a desired goal is attained or made more likely. While the field of teaching English as a foreign language (EFL) to high school graduates has its own unique terms and concepts, it often draws from the professional vocabulary of other areas of education, adult basic education, and higher education⁴.

It is generally known that school leavers' vocabulary is poor. They have troubles with hearing, speaking, reading and writing. One of the reasons is poor teaching of vocabulary.

The teacher should use different kinds of testing to check how his students possessed the Knowle on using vocabulary, to see how his pupils assimilate the form, the meaning, and the usage of the words. This is possible for all stages of vocabulary teaching. For testing the retention if the written form dictations may be suggested. To test the meaning special tests may be recommended such as writing synonyms, antonyms, derivatives, identification, and some others. For testing the usage of the words the teacher may administer such tests as composing sentences using the words given, composing a story on a picture or a set of pictures, and some others. The teacher should bear in mind that most of the exercises offered for the stages of presentation and retention may be fruitfully utilized for vocabulary testing.

At all stages of vocabulary teaching, the teacher should constantly use different vocabulary to see how his vocabulary is mastered by us. If dictations in written form can be offered, to test repetition. Tests such as writing synonyms, antonyms, derivatives, identifiers, etc. may be recommended to test the meaning. To test the use of words, the teacher can use the given words to give tests such as coming sentences, telling a story about another event. The teacher should keep in mind that most of the suggested exercises for repetition and repetition stages can be used effectively.

Learning may take place without conscious teaching, but teaching is intended to result in personal learning for students, and is worthless if it does not do so. In other words, the concept of teaching

³ Рогова Г.В. Методика обучения английскому языку (на англ.яз.) Учебное пособие для пед.институтов и фак. иностр.яз. – Л.: «Просвещение» – 312 с.

⁴ <https://core.ac.uk/download/pdf/211091556.pdf>

is understood as a process that is intrinsically and inseparably bound up with learning. There is no separate discussion of language learning; instead, both content and process of the various modules consistently require the teacher to study learners' problems, needs and strategies as a necessary basis for the formulation of effective teaching practice and theory.

It is necessary to distinguish between "teaching" and "methodology". Foreign language teaching methodology can be defined as 'the activities, tasks and learning experiences used by the teacher within the language teaching and learning process'. Any particular methodology usually has a theoretical underpinning that should cause coherence and consistency in the choice of teaching procedures. 'Foreign language teaching', on the other hand, though it naturally includes methodology, has further important components such as lesson planning, classroom discipline, the provision of interest – topics.

The aims of foreign language teaching are threefold: practical, educational and cultural. Its practical aims are consequent on the basic function of language, which is, to serve as a means of communication⁵.

References:

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2. Рогова Р.В. и др. Методика обучения иностранным языкам в средней школе / Г.В. Рогова, Ф.М. Рабинович, Т.Е. Сахарова. – М.: Просвещение, 1991.
3. Рогова Г.В. Методика обучения английскому языку (на англ.яз.) Учебное пособие для пед.институтов и фак. иностр.яз. – Л.: «Просвещение» – 312 с.

⁵ Kirilova E. et.al. Readings in methods of Teaching English as a Foreign Language. – М. 1981. – P.64