

Topic: Teaching Vocabulary 10th Grade Pupils

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Abstract: *Today the world is improving day by day. It consists of learning languages as many as possible. English is one of the best common language among others. As Steven Stahl (2005) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world."*

Keywords: words, teaching, task-based, method.

I. INTRODUCTION

Vocabulary is significant to a student's dialect improvement and communication aptitudes. After all, without satisfactory words, it's troublesome to relate considerations, thoughts, and sentiments approximately who we are and how we translate the world around us.

Teaching vocabulary 10th grade pupils at school is some how difficult than other grade pupils. Because especially 16 age of pupils have their psychological and biological changings. Adults need the appropriate English vocabulary to help them relate on both a personal and business level, and they rely on you to give them the best and most common words and phrases that will help them improve their communication skills. It demands teacher to choose appropriate method.

Currently, the matter of the application of modern technologies and methods in high school are becoming increasingly important. It is not only new hardware, but new forms and methods of teaching, new approaches to teaching foreign languages. The main goal is to show how methods can be utilized effectively in order to improve the quality of teaching foreign language, the formation and development of pupils' communicative culture, training practical mastery of a foreign language.

II. METHODOLOGY

When it comes to create the conditions for practical language learning for each pupil, I chose such methods of teaching that would enable every pupil to show my activity, creativity, to increase pupils cognitive activity in learning foreign languages. The use of modern tools such as computer programs, Internet-based technologies, as well as cooperative learning and project technology can solve these problems.

Task based teaching is one of the most effective and developing method which can help to the learner to improve language skills. Task-based language teaching, also known as task-based instruction (TBI), focuses on the use of authentic language and on asking pupils to do meaningful activities using the target language. TBLT was popularized by N. Prabhu while working in Bangalore, India.

Assessment is primarily based on task outcome (in other words the appropriate completion of real world tasks) rather than on accuracy of prescribed language forms. This makes TBLT especially popular for developing target language fluency and pupils confidence. As such TBLT can be considered a branch of communicative language teaching (CLT).

III. ANALYSIS AND FINDINGS

Task-based language teaching (TBLT) is a communicative approach to language instruction, using the successful completion of communicative "tasks" as its primary organizing principle. In short, instruction is organized in such a way that pupils will improve their language ability by focusing on getting something done while using the language, rather than on explicitly practicing language forms, as in more traditional methods of instruction.

In a task-based approach, specific language forms should never be the primary focus, because it is important that pupils be allowed to make meaning in whichever way they see fit, at least at first. A post-task phase, on the other hand, is generally recognized by TBLT practitioners as useful. During this segment of the lesson, after the pupils have attempted the task, the teacher may choose to go over the language used, correcting specific errors or highlighting particularly well-suited forms that pupils may have attempted to use.

Task-based method forms pupils' communication skills, culture, communication, the ability concisely and audibly formulates thoughts, be tolerant to the opinion of partners in communication and develops the ability to extract information from a

variety of sources, to process it with the help of modern technologies. All these factors create language environment that - results in the appearance of the natural need to interact in a foreign language.

Task-based learning does not contradict the traditional ways of learning. It helps to activate pupils since most of them have an interest for new knowledge. Such kind of motivation - the desire to successfully develop theme of the project - is often stronger than the demands of parents and teachers to study hard in order to get excellent and good marks.

IV. DISCUSSIONS

The main purpose of the use of this innovative approach is the ability to effectively master pupils' foreign communicative competence.

It may be multi-way, as in a group discussion, role-play, or simulation. Among many examinations of which types of tasks promote L2 learning (Plough & Gass,1993; Robinson, 1995; Yule et al. 1992), a review by Pica et al. (1993) reported that negotiation of meaning is most likely to occur when learners are involved in an interaction with the following four features:

- Each of the pupil holds a different portion of information that must be exchanged and manipulated in order to reach the task outcome.
- Both pupils are required to request and supply this information to each other.
- Pupils have the same goal.
- Only one outcome is possible from their attempts to meet the goal.

Thus, qualitative differences in the nature of the negotiation of meaning resulting from different tasks and different types of interaction, as Nunan (2004) also pointed out.

Using task-based method in my work, I came to the conclusion that this method is very effective at compiling new ideas, enhancing vocabulary, improving learners critical and logical thinking, generalization, consolidation and revision of educational material, especially in the organization of its practical application. For me there is a particularly appealing fact that task-based learning actively influences the motivation of pupil. Task-based forms both improve the overall culture of communication and social behavior in general and give pupils the practical language skills.

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