

HISTORICAL WORDS AND THEIR INTERFERENCE TO VOCABULARY TEACHING

Axmedova Umida Xalikovna

ahmedovaumida@gmail.com

Termiz iqtisodiyot va servis universiteti magistranti.

<https://doi.org/10.5281/zenodo.12526644>

Abstract. *This study explores the role of historical words in the teaching of vocabulary, examining how the inclusion of archaic and historically significant terms can enhance students' linguistic and cultural understanding. By integrating historical words into the curriculum, educators can provide richer context and deeper meaning to modern language usage, bridging the gap between past and present linguistic forms. The research highlights methods for effectively incorporating these words into lessons, the impact on students' engagement and retention, and the broader educational benefits of understanding the evolution of language.*

Keywords: *historical words, vocabulary teaching, language evolution, archaic terms, linguistic context, language curriculum, cultural understanding, language retention, student engagement, educational methods, linguistic heritage, language pedagogy, teaching strategies, lexical development.*

ИСТОРИЧЕСКИЕ СЛОВА И ИХ ВЛИЯНИЕ В ОБУЧЕНИЕ СЛОВА

Аннотация. *В этом исследовании исследуется роль исторических слов в преподавании словарного запаса, изучается, как включение архаичных и исторически значимых терминов может улучшить лингвистическое и культурное понимание учащихся.*

Интегрируя исторические слова в учебную программу, преподаватели могут обеспечить более богатый контекст и более глубокий смысл использования современного языка, устраняя разрыв между прошлыми и настоящими лингвистическими формами. В исследовании освещаются методы эффективного включения этих слов в уроки, их влияние на вовлеченность и удержание учащихся, а также более широкие образовательные преимущества понимания эволюции языка.

Ключевые слова: *исторические слова, преподавание словарного запаса, эволюция языка, архаические термины, лингвистический контекст, языковая программа, культурное понимание, сохранение языка, вовлечение учащихся, методы обучения, лингвистическое наследие, языковая педагогика, стратегии обучения, лексическое развитие.*

Historical Linguistics English vocabulary is an important area worthy of effort and investigation. Recently methodologists and linguists emphasize and recommend teaching vocabulary because of its importance in language teaching. Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills.

“If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh”

Vocabulary is not a syllabus, it is a list of words that teachers prepare for their learners to memorize and learn by heart. Memorizing may be good and useful as a temporary technique for tests, but not for learning a foreign language. Language students need to learn vocabulary of the

target language in another way. If we are really to teach students what words mean and how they are used, we need to show them being used together in context.

Words do not just exist on their own they live together and they depend on each other therefore teaching vocabulary correctly is a very important element in language learning. Correct vocabulary instruction involves vocabulary selection, word knowledge and techniques.

Both vocabulary teaching and learning have been a concern in Second language Acquisition (SLA) research for some time now. Throughout the years researchers have explored a number of approaches and techniques to enhance acquisition. Various strategies have been found to help improve vocabulary learning. With the introduction of computer technology a new trend of vocabulary research has begun¹.

In this chapter we include a brief explanation of what it means to know a word which puts into perspective the complexity of learning vocabulary. I also explain the importance of vocabulary what collocation is and why it is important when transferring vocabulary from a receptive to a productive stage.

Moreover, I give details about what the academic word list is and why it is important.

Subsequently I present the connection between collocation and writing, types of collocation.

Finally, I present the research, which has informed me about teaching and learning in the classroom.

Learning vocabulary involves understanding a number of details and nuances about words.

Richards stressed the importance of becoming familiar with a word sociolinguistic attributes, its semantic behavior, its derivational aspects (prefixes and suffixes) and its possible combinations. Nation complemented Richards assumptions by dividing them into sets of questions concerning the word form (i.e. spoken written and word parts) meaning, concept and referents and associations) and use (i.e. grammatical functions, collocations, and constraints on use).

Broadly defined, vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print.

Oral vocabulary includes those words that we recognize and use in listening and speaking.

Print vocabulary includes those words that we recognize and use in reading and writing.

Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them.

Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations - or ever use them ourselves as we speak and write (Kamil & Hiebert, in press).

Adding further complexity, in education, the word vocabulary is used with varying meanings. For example, for beginning reading teachers, the word might be synonymous with «sight vocabulary» by which they mean a set of the most common words in English that young

¹ https://www.researchgate.net/publication/371294632_Second_Language_Vocabulary_Teaching_and_Learning_Inspecting_Alternatives_and_Analyzing_Results

students need to be able to recognize quickly as they see them in print. However, for teachers of upper elementary and secondary school students, vocabulary usually means the «hard» words that students encounter in content area textbook and literature selections.

For purposes of this booklet, we define vocabulary as knowledge of words and word meanings in both oral and print language and in productive and receptive forms. More specifically, we use vocabulary to refer to the kind of words that students must know to read increasingly demanding text with comprehension. We begin by looking closely at why developing this kind of vocabulary is important to reading comprehension.

If a person wants to say something, read something, listen to something, be something then he needs to have a great vocabulary. That is the bottom line of the story.

Teaching vocabulary requires nurturing a clear understanding of words to know what is actually being said. Students need to be able to carry this knowledge over into the real world in phrases and sentences. Merely repeating words like a parrot will not assist them in what they're trying to say.

If we merely throw a series of words at students and expect them to stick, then we have taught them virtually nothing. We have to find meaning behind each word so that they can fit them together and build sentence structure (grammar) and therefore create complete thoughts and expressions.

Robert Lado (1955) talked about patterns of difficulty in vocabulary teaching. He highlighted key issues related to words, the native language factor and about patterns. He even analyzed Spanish, French and Mexican patterns of difficulty in their respective vocabulary items.

He stated that while dealing with vocabulary one should take into account three important aspects of words - their form, their meaning and their distribution - and one should consider various kinds of classes of words in the function of the language. He said that the forms, meaning distribution and classification of words are different in different languages. He revealed that these differences might lead to vocabulary problems.

REFERENCES

1. Byram M., Gribkova B., Starkey H. *Developing the Intercultural Dimension in Language Teaching: A Practical Introduction for Teachers*. Council of Europe Publishing, 2002.
2. Kramsch C. *Context and Culture in Language Teaching*. Oxford University Press, 1993.
3. Holliday A. *Appropriate Methodology and Social Context*. Cambridge University Press, 1994.