

THE IMPORTANCE OF ACTIVATING LEARNERS' PASSIVE VOCABULARY THROUGH CONVERSATIONS

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Abstract: *the article illustrates the necessity of vocabulary activities in teaching process and developing it with the help of daily communication. A few questions are discussed in the article and a number of suggestions are provided which can be quite beneficial to EFL teachers. Moreover, a few examples of improving passive vocabulary of learners are briefly demonstrated in the following paragraphs of the article. Besides this, the article can be a source of information to the language learners and students who are willing to be an English teacher in future.*

Keywords: *passive vocabulary, active vocabulary, learner's problem, communication skill, substantial vocabulary, visual learner.*

ЗНАЧЕНИЕ АКТИВИРУЮЩЕЙ ПАССИВНОЙ ЛЕКСИКИ УЧИТЕЛЕЙ ЧЕРЕЗ РАЗГОВОРЫ

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Аннотация: *статья иллюстрирует необходимость словарной деятельности в процессе обучения и развития ее с помощью ежедневного общения. В статье обсуждается несколько вопросов и предоставляется ряд предложений, которые могут быть весьма полезны для учителей EFL. Кроме того, несколько примеров улучшения пассивной лексики учащихся кратко продемонстрированы в следующих параграфах статьи. Кроме того, статья может стать источником информации для изучающих язык и студентов, которые в будущем хотят стать преподавателями английского языка.*

Ключевые слова: *пассивная лексика, активная лексика, проблема ученика, коммуникативные навыки, содержательная лексика, визуальный ученик.*

As famous philosopher Confucius wrote that “It is enjoyable to learn and practice what you learn”, and “Language is the infinite use of finite means”- as famous linguist Wilhelm von Humboldt claimed.

We should remember that it is possible to communicate big ideas with relatively limited language. You should not feel like you need perfect English before you can go out and have interesting conversations with other people.

Nowadays the world is changing: Technology is improving, the life conditions are rising and peoples from different countries are going to communicate globally. Certainly, they are communicating with each other by means of languages. There are six international languages which all people of the world speak as an international language. Learning foreign languages became a state affair in our country and the government expanded opportunities for teaching and learning English and other foreign languages also. Thanks to our first president, English as a foreign language is taught from the first form in schools. This is because to learn the language completely and to change ideas with the young generation of the world.

But even the learners know the grammar and the word order of the foreign language well, it is not easy for them to speak fluently. It is because the deficiency of the learners vocabulary. Learners should learn by heart more and more words in order to understand and speak about any kind of the themes. Yet, it is not the main matter. Can one imagine that a learner have learnt all words in foreign language. The learner only learn without practicing for example making sentences with them, doing some activities connected with these words, nothing, but to learn by heart. We think, it is not a good idea. When a learner learns words by heart they will take place in his passive vocabulary, unless the learner activates them.

A passive vocabulary includes the words stored in verbal memory that people partially “understand, but not well enough for active use. These are words that people meet less often and they may be low frequency words in the language as a whole. Learners’ passive vocabulary is likely to contain more words than the active one. One way to improve the range of the vocabulary in your own writing is to try to transfer words from your passive to the active vocabulary. In other words, activating those takes longer and it demands greater stimulus than most textual contexts provide. Words stop being passive if learners are regularly contracting relations that activate them, since this lowers the amount of stimulus needed to put them to use. A facility in using the words develops. This can happen even when words are available for active use in principle, such as cultural taboo words that most people know but rarely use outside certain settings. We all understand what we hear on the radio or watch on TV, giving us a passive vocabulary, but that does not mean that we use that vocabulary actively in writing or speaking.

So, it is some of the learners’ problem, maybe many of them. In learning language, it is better to learn words with pictures, to repeat them aloud and to show them with our body language.

A learners’ passive vocabulary is the words that they understand but do not use yet. Active vocabulary, on the other hand, is the words that learners understand and use in speaking or writing. When learning a language, should we focus more on developing an ability to speak or on building up our understanding of the language? This is a common question language learners ask, especially at the beginning of their language learning journey. It is impossible to be fluent if

learners cannot understand. The native speaker with whom learners are going to speak is always going to have a bigger vocabulary than learners, so their understanding needs to be of a higher level than their speaking. In any language, even in mother tongue, we usually spend more time listening than we do speaking. Learners have got to understand what people are saying around you. What do they often do in classrooms?

They encourage people to speak, and speak correctly right from the beginning. Anything we spend a little time to learn is only going to stay in our short-term memory. Things that we acquire through longer term and enjoyable engagement will stay with us longer.

Once one of the tutors writes a piece of songs on the blackboard and asks students to read. For the first time students read it, and then tutor sings the song and students repeat. But students don't know the translation of the words. In the third time, tutor begins to show meanings of the words with her hands and students repeat with their hands, also. So in a few minutes, students learn about 10-15 words in German with the help of song and body language. It is one way how to learn language easily.

But I want to talk about how to activate our passive vocabulary. It is called so because it is in the learner's mind but the learner cannot use it in his or her speech. The learner knows meanings of the English words, but cannot make up sentences immediately from native language into a foreign one when he or she is given some kind of question. But unfortunately, when the learner hears sentence from somebody in a foreign language, most of the learners confesses: I know this word but it does not come to my mind what is the reason of this?

First of all, learners should talk to each other a lot, it need not to be only in classes but we can also talk to at home, in the street, to know language very well and to speak fluently as a native speaker. So I suggest that to communicate to each other is the best way to learn the language.

Here is another situation. For example, today a learner studies the words about economy in a class. After the class he or she goes home and does another home task from other subjects. In fact, it is a bad mistake the learner does. Teachers say: "A learner should revise today's theme at his or her home on that day again, as he or she has studied 60-70% of the language material in class but at home after revising it, the learner can acquire 90% of it because it is the last information she has known (As we know our mind receives all information we have heard but takes the last information). The new information the learner has taken today in his or her outer mind. The learner must put the information into his or her inner mind and the next lesson will retell the language material without any difficulty and he or she can study it completely" This is true. Practice makes perfect.

When a learner knows and understands questions but does not answer immediately, it is better to start speaking with simple words and to express his/her opinion with making up ordinary sentences. The first step that the learner should pass is not to be a shy for some mistakes in his/her speech. Even though the learner makes mistakes the learner shouldn't stop speaking because of making mistakes. If there is a shame the learner's passive vocabulary will never be active. It is the very

mistakes does us great and helps to make process. After his/her speech the learner should pay attention in which words he/she makes mistakes, such as using simples, pronouns, or singular and plural nouns etc. so the next time the learner try not to do the same mistakes again in his/her speech. It is called curium locution. It means to control the speech while speaking. The learner should learn this as practicing a lot.

Another way is to practice speaking in a foreign language by oneself. After the lesson a learner should make a short story with the words which he/she has learnt today. Making sentences with our own words gives a chance to be able to remember it afterwards. Because they are the words we know the meanings. Having made the story, the learner should learn by heart it and retell it to somebody; even she can retell it to herself by looking at the mirror. By this way the learner can acquire today's new words and can activate much more words in her vocabulary, by looking at the mirror to herself the learner can control her pronunciation and pronouncing words correctly. So, gradually, the learner can improve her communication skills by learning short stories and retelling them. It is important to know and to use many words in communication. Improving communication skills shows the learner's achievements in learning language.

There is also a way for visual and kinesthetic learners. It is the best way for them to show and touch something in real life. So, we can suggest them to show movies and cartoons with the subtitles in a foreign language. In these learning materials the learner can study how to communicate how to make sentences. As we know, these language materials consist of dialogues of two or more people. So it will be helpful material for the learner it is not enough only to show them. The learner should pay attention to the pronunciation of every word in their speech and write down the words she does not know and she should look out these words from the dictionary in order to learn them by heart_ then she should repeat aloud their speech so that she can activate many her passive words in a foreign language by speaking orally by herself. And if the learner has a good memory she can use the same sentences (it may be some kind of questions), in her speech with others. So this is another methodical way in s learning language.

A learner is going to be able to revive and refresh a foreign language more easily if he/she leaves the language for a while. A couple of weeks of listening and reading, and perhaps speaking a bit, and it come back stronger than ever before. It is in there soundly because it is built up based on this very large passive vocabulary. The biggest obstacle people have in language learning is their fear of not being able to speak. It is embarrassing; a learner cannot say what he/she wants. If, however, a learner at least understands what the person is saying, if he/she has a large passive vocabulary, he/she is going to feel more comfortable and more confident. This gives the learner more time to think, and reduces the pressure on him/her, so that the learner can try to use, try to activate, some of his/her passive vocabulary. This passive vocabulary will be activated once the learner starts to speak more. At some point the learner has to speak, and speak a lot. However, it is amazing how much a learner can learn just through a very consistent program of listening and reading. Eventually, however, a learner has to activate it through lots of speaking. In the initial stage of his/her listening and reading program, it is

important to listen to the same limited material over and over because the learner can't even, at first, tell where one word ends and the next word begins. The learner has to allow his/her brain to get used to the language. So, gradually, after a month or two, a learner listens less often to the same material. He/she tends to do more extensive reading and listening, moving on to new material sooner, because the learner will cover lots of vocabulary.

How many words can a learner more or less recognize when he/she sees them or hears them in a given context? Even if the learner is helped by the context, it still counts because all of these words he/she see again and again. If they matter to him/her, if they are important, they will come up again and again. If the learner is listening and reading in an extensive way, they will keep coming up. Then he/she will see them in different contexts and the learner will gradually get a better sense of what they mean. The learner does not have to nail down a word or phrase the first time you encounter it. When he/she is ready to speak, and as the learner speaks more and more, the vocabulary will activate naturally. The idea that, as the learner starts into a language, he/she is going to focus on trying to speak the language, it may be what people want to do. But then most people are not that successful at language learning?

Different people have different reasons for wanting to learn a language. Some people simply want to be able to say hello and give the impression that they speak the language. If that is the case, then to focus on a few key sentences and phrases is probably quite useful. However, if the goal is to be able to participate comfortably in conversations, or understand what people are saying around you in the workplace, if the goal is to gain that kind of comprehension, then the learner has to focus on his/hers passive vocabulary. It is not to know every word in the dictionary, but the learner need a substantial vocabulary. It is something that you pursue as a measurable goal, in order to build up that familiarity with the language through massive listening and reading. There are people who read very well and cannot speak well. But people who read well and understand well then they are eventually going to be able to speak well. If they do not speak well yet, it is because they have not spoken enough. But if they decide to go and speak with that kind of a grasp of the language based on passive vocabulary, they will very quickly become good active users of the language.

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