



The Use of Visual Support Strategies in the Course of Teaching English Vocabulary

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Abstract: *The use of pictures helps visual learners to remember the word, meaning, and sometimes context all of which can help students to better understand when reading. All of this research supports the use of visual support strategies when teaching vocabulary, including studies on visual strategies such as picture word pairing and semantic mapping.*

Keywords: *adaptation, modern, motivation, interactive technologies, terminology, linguistic competence, teacher, method, vocabulary, form of training.*

Many learners have found difficulties in learning English. There are multiple reasons that hinder their learning process. Students may not be aware of the significance of English itself; others may learn English just to achieve good grades in the exams. Most of those learners are actually not motivated. Without motivation, they are less interested in learning English as subject though this category of students knows how English is important in the modern world. Therefore, motivation has an effect on learning English. Consequently, this study is about the role that motivation has while learning EFL. The current investigation aims to make students and teachers aware of the role that motivation plays in acquiring a foreign language.

Moreover, learners need to know the factors that lead them to be motivated to speak during classes and the other ones that hinder them from improving themselves. The study is widely going to deal with the significance of teachers in motivating the learners in EFL classrooms. Importantly, teaching strategies are what the teachers need to know to help their students to sustain their self-confidence. All countries around the world nowadays have given importance to learning English which is needed in various fields such as technology, media, economy, education, business, and medicine. Here in Uzbekistan, English is taught since elementary school, yet university students said that it was still difficult to interact using English.

In several studies, this method has shown success in word knowledge for students with autism, English language learners, and even adult learners. The use of pictures helps visual learners to remember the word, meaning, and sometimes context all of which can help students to better understand when reading. All of this research supports the use of visual support strategies when teaching vocabulary, including studies on visual strategies such as picture word pairing and semantic mapping.

So the following thesis statement can be formulated: the necessity to understand professional information while reading and/or listening to sport texts and the need to use sport terms in oral and/or written communication urge the students to master terminology, thus using interactive methods in the teaching process can promote the process of studying/learning vocabulary and provide students with the knowledge of terms and skills to use special vocabulary in economic discourse.

Researchers in methods of teaching ESP relate their studies to the findings in Linguistics, Pedagogy, Psychology and other branches of science to understand the nature of foreign words,



learn psychological prerequisites of teaching/learning process and thus apply the most progressive results of such studies in practice. Being preoccupied with the task of finding an effective method of teaching students sport terms, an idea that interactive teaching can be a proper mechanism for students' vocabulary development has been put forward. Using modern multimedia also helps to provide interactive cooperation, constant communication of students and allows the teachers to lead students' work aimed at mastering a foreign language.

Besides, interacting with foreign speaking partners through multimedia (chats, emails, etc.), students acquire the experience in cross-cultural competence, which is essential in the modern globalized economy. Our experiment showed that interactive teaching/learning was an effective means for extending vocabulary range of students.

Nobody can object that vocabulary is of major importance for ESP learners, because knowledge of it and the ability to process certain vocabulary storage allow them to retrieve and properly comprehend information from professional texts after reading and/or listening, to express their thoughts both in oral and written forms when interacting and communicating with specialists (native and non-native speakers). That is why we recommend using interactive performance in class for enhancing vocabulary development and enrichment; propose applying effective strategies for acquiring skills in using words proper to the context and communicative situation. Consequently, this paper also contributes to numerous studies in the field of teaching/learning vocabulary, in particular, a special terminology for future sportsmen. It may be reasonably inferred that ESP vocabulary teaching/learning must be conducted with interaction which provides meaningful professionally oriented communication in class.

The current study aims to elaborate the methodology of using interactive technologies which provide students the knowledge of sportive terms and the skills of appropriately using that vocabulary in speech. The paper highlights that interactive technologies are important factors which increase effectiveness of teaching sportive terminology in the ESP course, create proper learning environment and evoke students' interest in studying. Pedagogical implications for teaching students sportive terminology through utilizing interactive forms of work have been presented.

The findings suggest that interactive performance in class will enhance the process of presenting, understanding meaning, memorizing and proper using sportive terms in oral and written communication. Consequently, the research contributes to the study of forming linguistic competence with the students of sport specialties and elicits further research of scholars in the field of teaching terminology. Teaching English as a second language (ESL) in a broad context and teaching students professional terminology in the course of English for Specific Purposes (ESP) in particular has always been a subject of interest for researchers. This interest has been enhanced with the necessity to arm future specialists, namely in the field of International Sports, with the knowledge of special vocabulary and skills how to use it in practice. Gaining such knowledge and acquiring proper skills can be feasible if scholars and teachers of ESP use modern methodological approaches to teach specialized vocabulary and also develop their own appropriate ways of teaching terminology. Therefore, it is evident that scholars and teachers must find most effective ways to make students use their vocabulary load, to develop their language potential in close-to-real communication, which is or might be typical to future professional activity of ESP learners. Thus it can be stated that without mastering professional terminology students of sportive and/or technical higher educational establishments will not be able to form their lexical competence as an integral part of communicative competence. During the search for an effective method it became evident that interactive activity can enhance the process of acquiring professional terminology and ensure effective utilizing lexical competence in constructive communication that reflects the sphere of international sportmen's interest.



Consequently, the aim of this paper is to analyze relevant pedagogical literature devoted to teaching students sportive terminology in order to substantiate the theoretical foundation of the study and on this basis conduct an experiment to prove that interactive forms of work can considerably enrich students' load of sport vocabulary and promote its usage both in oral and written communication.

Researchers in methods of teaching ESP relate their studies to the findings in Linguistics, Pedagogy, Psychology and other branches of science to understand the nature of foreign words, learn psychological prerequisites of teaching/learning process and thus apply the most progressive results of such studies in practice.

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