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**TIL, TA'LIM, TARJIMA  
XALQARO JURNALI**

**МЕЖДУНАРОДНЫЙ ЖУРНАЛ  
ЯЗЫК, ОБРАЗОВАНИЕ, ПЕРЕВОД**

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# TIL, TA'LIM, TARJIMA ЯЗЫК, ОБРАЗОВАНИЕ, ПЕРЕВОД LANGUAGE, EDUCATION, TRANSLATION

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### COGNITIVE PERSPECTIVES OF TRAINING GOOD VOCABULARY LEARNERS

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#### ABSTRACT

The article centers around the vocabulary learning techniques utilized by the high level understudies of English considered to be the fruitful language students. Definitively, the point of the following article is to introduce and investigate the role of memory and cognition in learning new vocabulary. In addition, the creator proposes how the information assembled during this exploration might be useful while picking systems which are introduced to understudies of lower levels.

**Keywords:** vocabulary, challenges, strategies, cognition, students, spelling techniques.

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### INGLIZ TILIDA LUG'AT O'RGATISHNING KOGNITIV JIHATLARI

#### ANNOTATSIYA

Maqolada asosiy e'tibor ingliz tili o'rganuvchilarining ushbu xorijiy tilda lug'at boyligini o'stirish yo'llari va yangi so'zlarni o'rganish strategiyalariga qaratiladi. Ingliz tilida lug'at o'rganish jarayonida inson ongi, xotirasi bilan bog'liq holatlar tahlil qilingan, tadqiqot davomida o'tkazilgan so'rov natijalari taqdim etilgan. Shuningdek, o'zlashtirishi past talabalarga uchun xorijiy tilda yangi so'zlarni o'rganishning samarali usullari taqdim etilgan.

**Kalit so'zlar:** lug'at, muammolar, strategiyalar, bilish (idrok etish), o'quvchilar, imlo texnikasi.

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## КОГНИТИВНЫЕ АСПЕКТЫ ПОДГОТОВКИ УСПЕШНЫХ ИЗУЧАЮЩИХ АНГЛИЙСКИЙ СЛОВАРЬ

### АННОТАЦИЯ

Статья посвящена стратегиям изучающих английский язык при изучении словаря иностранного языка. В статье представлены и проанализированы результаты опроса; В процессе изучения английского словаря описывается ситуация с сознанием и памятью человека. В статье также представлены стратегии, полезные для слабоуспевающих учащихся.

**Ключевые слова:** лексика, задачи, стратегии, познание, студенты, орфографические приемы.

Vocabulary is the information on words and word implications. As Steven Stahl puts it, "Vocabulary information is information; the information on a word infers a definition, yet in addition suggests how that word squeezes into the world." Vocabulary information isn't something that can at any point be completely dominated; it is something that grows and develops throughout a truly incredible span. Guidance in Vocabulary includes definitely more than looking into words in a word reference and involving the words in a sentence. Vocabulary is procured unexpectedly through circuitous openness to words and deliberately through express guidance in explicit words and word-learning techniques.

Vocabulary is the as a matter of first importance significant stage in language securing. In a homeroom where understudies are not finding themselves alright with L2, language learning can be made intuitive and intriguing with the presentation of suitable Vocabulary works out. This is the way the etymologist Scott Thornbury summarized the significance of Vocabulary learning: "Assuming you invest the vast majority of your energy concentrating on sentence structure, your English won't work on definitely. You will see most improvement assuming you learn more words and articulations. You can say very little with punctuation, yet you can say nearly anything with words!" [5;13]

Notwithstanding, Vocabulary instructing has not been exceptionally responsive all of the time to such issues, and instructors have not completely perceived the gigantic informative benefit in fostering a broad Vocabulary. Whenever language educators attempt to conclude which perspective on the language learning cycle ought to be taken on as generally reasonable for addressing the necessities of their understudies they frequently face a significant cause of issues. Perusing contradicting sees, language educators face a difficulty in attempting to choose how to arrange their examples as well as pick the best technique. Instructing of linguistic designs was given for quite a while a more prominent need over the open capacity itself. The quantity of words presented in such courses was kept genuinely low. Those words which were educated were regularly picked either on the grounds that they were effortlessly illustrated, or interpretation even used to be the main method of exhibition. The entrance of the informative methodology set time for reevaluating the job of Vocabulary, as well as discussions about adequacy of instructing process. Course books started to incorporate exercises that explicitly designated Vocabulary. By the by, most language courses were coordinated around punctuation schedules. While



Vocabulary is to a great extent an assortment of things, language structure is an arrangement of rules. Since one rule can create a large number sentences, the instructing of syntax is viewed as more useful. Sentence structure duplicates, while Vocabulary just adds. Nonetheless, two key improvements were to challenge the authority of language structure. One was the lexical schedule, that is, a prospectus in light of those words that show up with a serious level of recurrence in spoken and composed English. The different was acknowledgment of the job of lexical pieces in the procurement of language and in accomplishing familiarity. Both these advancements were fueled by disclosures emerging from the new study of corpus phonetics.

The impact of these improvements has been to bring issues to light regarding the key job Vocabulary advancement plays in language learning. Regardless of whether most course books still embrace a linguistic schedule, Vocabulary is not generally treated as an extra material. Considerably more consideration is given to the language of words, to collocation and to word recurrence. This is reflected in the manner course books are currently advanced. Also, it makes unequivocal Vocabulary educating vital. Nonetheless, Vocabulary is famously troublesome on the off chance that not difficult to instruct on account of the intricacy of its etymological, semantic and psycho-mental angles.

This paper is an endeavor to review and investigate the different systems through various philosophies that can be consolidated in the instructing of Vocabulary things in a language study hall. Aside from this, there are a few different destinations of this postulation which center around certain variables of learning language and approaches to preparing fruitful Vocabulary students. In this way, it can assist with bringing issues to light, with respect to both instructor and students, of the most effective ways of approaching learning the Vocabulary of the language.

The instructor can assume a significant part in spurring students to approach vocabulary in a serious way, and in 'giving them thoughts on the best way to learn'.

Student preparing has been educated by examination into the systems that effective students use. Studies have shown that great students do the accompanying things: They focus on structure - which, in vocabulary terms, implies focusing on the constituents of words, to their spelling, to their elocution and to the manner in which they are anxious. They focus on importance - and that implies they focus on the manner in which words are comparable or different in significance, to the meanings of words, to their style and to their affiliations. They are great guessers which implies they work out the implications of new words from their structure and from logical signs. They face challenges and are not scared of committing errors - and that implies they take advantage of restricted assets, and they take on techniques to adapt when the right words essentially don't approach. They know how to coordinate their own learning - by, for instance, keeping a deliberate record of new words, utilizing word references and other review helps ingeniously, utilizing remembering methods, and setting time to the side for the 'spade work' in language learning, like dreary practice.

This last point recommends that great language students have accomplished a proportion of independence and have fostered their own methods - that they don't should be prepared how to learn. By the by, less self-coordinated students may profit from direction - by, for instance, being shown a scope of vocabulary learning strategies, and picking those which best suit their favored learning style. Strategies for recalling words involve essentially a memory task. These procedures incorporate memory helpers (catchphrase method), utilizing word cards, speculating from the specific situation, utilizing word references, keeping records and others. The main ones are the last two.

First and foremost, I will depict the procedure "Utilizing Dictionaries". Word references can be utilized if all else fails when 'speculating from setting' procedures come up short.

However, they can likewise be utilized beneficially, both for creating text and as assets for vocabulary procurement. Their convenience relies upon students having the option to get to the data they contain both expediently and precisely. Preparing students in compelling word reference use is especially significant since numerous students may not be comfortable with word reference shows, even in their own language. Such preparing additionally furnishes them with the necessary resources to proceed with vocabulary securing long after their course of formal review has been finished. Key abilities associated with successful word reference use are the accompanying:

- Perceiving elements of word reference design, like utilization of sequential request, headwords, syntax and articulation data, definitions, and so on

- Understanding the manner in which word reference passages are coded - especially the utilization of contractions, for example, adj (modifier), sth (something), ScotE (Scottish English), and so on

- Separating between the various implications of a word, particularly a word with numerous polysemes like course or: reasonable, or words that are homonyms, for example, bill, bat and shed or homographs like breezy, live and lead.

- Cross-checking (when utilizing a bilingual word reference) that the interpretation identical that is offered is the most ideal decision for the implying that is required.

- Utilizing equivalents, antonyms and other data to limit the decision of best word for the importance expected. For instance, a student needing to pass on the importance lighthearted yet knowing just reckless could involve this as the beginning stage in a word reference search. Also, the student who needs to address the sentence 'They told everybody their drew in' will find both the thing commitment and the right action word declared under the sections close by occupied with any great students' word reference. Or on the other hand a student contemplating whether horse substitutes for pony will see that it has lovely undertones and is by and large just utilized in a scholarly setting.

- Gathering the spelling of a new word from just having heard it, to actually look at its significance in the word reference.

Approaches to preparing students in the above abilities incorporate the accompanying:

- 1) Direct consideration regarding the word reference's format data, as shown in a commonplace section. Such model sections can normally be found in the initial matter at the front of the word reference. You could set up a divider graph or upward straightforwardness that shows this data. Then, at that point, set up a test that students can reply in gatherings, utilizing their word references. The words ought to be dark on the grounds that, assuming the students definitely know the words, there would be no impetus to utilize their word references.
- 2) Set comparative undertakings that expect students to segregate between the various implications (or polysemes) under one headword, or the different phrasal action words related with one headword (for example get up, get on, move past).
- 3) With gatherings of understudies talking a similar first language and utilizing bilingual word references, set interpretation assignments including words with different implications in both the LI and L2. Urge them to crosscheck the words to guarantee that the interpretation matches the significance needed by the unique circumstance. English words which could be focused on in such ':' practices in light of the fact that their interpretation is hazardous include: country, to '; meet, way, to spend, to remain, to remain, to get, trip, home, fun, to join, mind, and for all intents and purposes generally normal relational words.
- 4) Set students the errand of concocting word chains utilizing word reference sections. Various sets can be given a beginning word, and afterward ten minutes to deliver as long a chain as could be expected, picking just words that are connected in some significant manner with the promptly going before word. They can then disclose their statement chains to different sets. Here, for

instance, is a word chain that began from the word appalling in Longman Dictionary of Contemporary English:

Shocking → terrible → (not) agreeable → joy → satisfaction → feelings → outrage → hostile → insulting → impolite → bother → miserable → stressed → restless

5) Encourage word reference use when students are self-rectifying their composed work. Demonstrate, for instance, where a misstep is because of some unacceptable spelling (wich for which), some unacceptable decision of word (apprehensive for furious), or some unacceptable type of the word picked (contends for contentions). As arrangement, disperse instances of vocabulary mistakes gathered from schoolwork, and request that students work two by two or little gatherings, utilizing word references, to address them. 6) Encourage students to figure the spelling of obscure words that happen when they are paying attention to a recorded tape, for instance. Stop the tape after words known to be new, and permit students time to work two by two to work out the spelling. They may then really look at the spelling in the word reference, looking into the significance simultaneously. It was brought up over that the principal line of assault on gathering new words in a text is to utilize 'speculating from setting' systems and that word references ought to just be counseled if all else fails.

One approach to decreasing their reliance on word references is the accompanying: hand out a text with various words in it you expect will be new to students. Ask them separately to pick only five words that they are permitted to gaze upward. Prior to giving out word references, request that they think about and reconsider their 'waitlists' two by two. Assuming one understudy thinks they know a word on their accomplice's rundown they can disclose it to them and erase that word from their rundown. They proceed similarly in progressively bigger gatherings, prior to presenting the words to a class vote. Just when the class settles on a conclusive short-rundown of five words would the word references be able to be counseled. Along these lines, students can arrange which words are generally significant for a comprehension of the text, and which can't be reasoned from setting. The movement likewise expects students to settle on rehashed choices about words, which is a guide to remembrance.

Another helpful procedure is keeping records. The point has been made that the learning of another word isn't quick, yet that it requires rehashed visits and cognizant review. Quite a bit of this returning to and considering of words should occur outside class time, since there just isn't time enough in class for survey and reusing. This implies that students should depend generally on their own vocabulary records. Notwithstanding, hardly any understudies are extremely coordinated that they naturally record the substance of vocabulary examples such that will give a valuable reference to later review. Like other vocabulary acquiring abilities, the keeping of vocabulary journals is an expertise that generally requires some study hall preparing. Simultaneously, likewise with any mental aide framework, it is presumably best assuming students foster their own favored technique for recording vocabulary. In any case, a few openness to various frameworks may assist with raising their consciousness of the choices accessible.

Here are a few thoughts from extraordinary methodologist Scott Thornburry regarding how to approach this: a) Advise students to have a unique journal exclusively for vocabulary. In a perfect world, it ought to be of a size that they can convey round with them. Then again, suggest that they keep a piece of their group notes isolated for the reasons for recording vocabulary as it were. b) From past classes, save instances of 'terrible' vocabulary records and utilize these as a springboard for conversation on the most effective way to sort out vocabulary. Simultaneously, pay special attention to genuine instances of vocabulary note-keeping, and differentiation these with the less

successful models. Numerous coursebooks now incorporate thoughts for getting sorted out vocabulary, for example, making mind maps. c) Ask students consistently to look at and remark on their vocabulary note pads. Evoke any valuable tips. Potential issues that might emerge are: the association of words (Are they recorded sequentially, as they came up in class, or would they say they are coordinated one after another in order, or into subjects?), the types of words (Is there any sign as to elocution, for instance? Are deductions included?), the implications of words (Is interpretation used to supply the significance, or are definitions, equivalents, as well as models given?), pieces (are multi-word units and phrases recorded independently?) and mental aides (Is any memory helper data included, for example utilizing the catchphrase procedure). d) Set a model yourself, by arranging board work so that it is simple for students to duplicate and sort out their own vocabulary record.

On the off chance that conceivable, save one part of the board for new words. Mark word pressure and some other tricky highlights of articulation, for example utilizing phonemic content. e) Allow time in the illustration for students to record vocabulary and to devise mental helpers. Regularly the muddled idea of students' journals is essentially the aftereffect of being surged. Utilize the start of ensuing examples for a time of calm survey. f) Check understudies' vocabulary note pads now and again. This gives an impetus to students to keep a record of their vocabulary learning, and is additionally a helpful asset for picking words that might should be explored and reused later on. [5; 159]

It's vital to express that there are techniques for students also. These methodologies advance deliberate learning and Vocabulary practice. The point is exact generation and is regularly associated with the undertakings of formal guidance. They are clearly reiteration, bilingual word reference, testing oneself, taking note of new things in class. These techniques depend on setting as a Vocabulary source. They additionally incorporate openness to language, however without putting forth a cognizant attempt (coincidental learning). They additionally have a social angle, for example collaboration. Following instances of procedures are additionally of an extraordinary significance: 1) Remembering words while staring at the TV or perusing; 2) Using known words in various settings; 3) Looking for definitions; 4) Listening to melodies and attempting to understand; 5) Using words in discussions; 6) Practice with companions; There are no generally helpful systems and they add to Vocabulary learning in various ways. Understudies utilize various methodologies, regularly all the while. The proficiency of Vocabulary learning relies upon how understudies joins individual systems. In the event that understudies consolidate and utilize individual techniques from various gatherings they will be more fruitful in fostering the objective language vocabulary. Accordingly, the ideal mix would be that of procedures from every one of the four gatherings. The educator ought to make exercises and errands (to be done both in and outside class) to assist understudies with building their Vocabulary and foster systems to become familiar with the Vocabulary all alone. Understudies explore and assess and afterward choose which to embrace or reject since procedures are not planned to be viewpoint. Another significant element in deciding techniques of showing Vocabulary is the four regions of the systems: A. Unequivocal. Pick words from the text understudies will be associated with perusing. Compose each word for understudies to attempt to peruse freely. Request that a volunteer exhibit the fundamental word, or root word. Urge the class to exhibit the importance of Vocabulary words. Draw the importance of the word. Advise understudies to showcase the importance of the word. Investigations of four or five words thusly. Survey the words with pictures or go about as a text with words that are perused. B. Circuitous. The National Reading Panel underlines that understudies benefit from chances to learn new words while perusing freely. Pick reviving understudies will draw in with

autonomous text. Offers understudies the perusing of the definition in the text or setting pieces of information for Vocabulary definitions. Talk about new words after the fruition of perusing. Request that understudies retell and show each other how they decide the significance of new words. C. Mixed media. Make mixed media introductions for understudies to audit Vocabulary. Numerous understudies who experienced childhood in a climate encompassed by mixed media input. Uncovering the Vocabulary in a media setting will assist numerous understudies with submitting words to memory forever. Select the clasp craftsmanship to show what the word implied. Joining an agent voice with words that will begin when the picture is clicked. Train understudies to plan a proper graph for Vocabulary words by composing words and drawing pictures that address the definition. D. Affiliation. Peruse a word, unfamiliar protected to class. Inquire as to whether there are portions of words sound natural or help them to remember a word they definitely know. Compose words ready or diagram paper. Train understudies to investigate fundamental words that will assist them with closing the meaning of the word. Showing understudies the abilities while perusing a word affiliations, giving them new unfamiliar abilities important to comprehend the texts that are autonomous past their understanding level. Practice abilities of relationship with the disconnected words consistently to permit understudies platform practice to develop as an autonomous fruitful learner.

These best methodologies for encouraging Vocabulary works with the educators to train Vocabulary to grow understudies' abilities in understanding communicated in and composed language, since perusing and understanding the Vocabulary is the underpinning of successful understanding abilities. A few systems assist optional understudies with getting Vocabulary and idea information. Through a portrayal of thoughts, these methodologies expand upon what understudies know to assist them see associations with recently presented Vocabulary. Understudies create related rather than detached word information and foster expertise in separating ideas as well as characterizing words. Each can be utilized previously, during, and in the wake of perusing.

As a conclusion, I must state that vocabulary is an important part of the English teaching process. It is supposed to be a very effective communicative device as it carries the highest level of importance within peoples' verbal interaction. However, language itself is not only individual lexemes put together, but it is necessary to follow a set of grammar rules to assure correct comprehension of speaker's intention. Therefore, vocabulary together with grammar rules acquisition plays significant role in foreign language teaching. The research has been based on some methodologists' ideas about teaching vocabulary.

Phenomena given in the research can be summed up in short:

-There are no universally useful strategies and they contribute to vocabulary learning in different ways. Students use a number of strategies, often simultaneously. The efficiency of vocabulary learning depends on how students combines individual strategies. If students combine and employ individual strategies from different groups they will be more successful in developing the target language lexicon. Thus, the ideal combination would be that of strategies from all four groups.

-The teacher should create activities and tasks (to be done both in and outside class) to help students to build their vocabulary and develop strategies to learn the vocabulary on their own. Students experiment and evaluate and then decide which to adopt or reject since strategies are not intended to be prescriptive.

-Memory is an important factor in teaching and learning vocabulary as memorizing is an effective way of vocabulary acquisition (learning words).

-It has been seen that the words that are similar in form and meaning to the first language are easy to understand and comprehend. They should be taught for listening

and reading rather than for speaking and writing.

-Some words and sets of words are especially difficult to understand. They have to be taught as special problems with the strategy determined by the particular problem in each case.

-The teacher can play a major role in motivating learners to take vocabulary seriously, and in 'giving them ideas on how to learn'. There are some strategies for teachers to train good vocabulary learners.

-An efficient language teacher can use selected vocabulary activities or can use integrated activities. All this depends upon ability and level of understanding and interest of the learners. There is no sure fire remedy or method to enhance vocabulary in a day or two. A student's vocabulary bank can be enriched on a gradual basis and one should always show keen interest and enthusiasm in finding, learning and understanding new words.

On the whole, vocabulary is as important as grammar and phonetics while teaching four skills in foreign language classroom. To know a language means to master its structure and words, that is to say, the vocabulary of the language. And, in designing strategies for teaching vocabulary the teacher should consider how words are learned by learners (the points about the following system: short-term store, working memory, and long-term memory) and what makes a word difficult (false cognates, the pronunciation of a word, spelling, their length and complexity, grammar associated with words, their meaning, words range, connotation and idiomaticity). Besides, it should be an objective for a teacher to have ideas about how to train good vocabulary learners. The most efficient techniques for preparing them comprise 'Using dictionaries' and 'Keeping records' which are of great importance.

To sum it up, vocabulary is the first and foremost important step in language acquisition. If students have difficulties with vocabulary learning, it can be made interactive and interesting with the help of appropriate teaching strategies. And, this paper was an attempt to explore the various valuable strategies that can be incorporated in the teaching of vocabulary items in a language classroom for obtaining excellent results. It should be an objective for a teacher to have ideas about how to train good vocabulary learners. The most efficient techniques for preparing them comprise 'Using dictionaries' and 'Keeping records' which are of great importance.

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