



METHODS TO TEACH VOCABULARY TO CHILDREN QUICKLY AND EASILY.

Abirkulova Shokhsanam Zokir kizi

*Samarkand State Institute of Foreign Languages
2th year student*

Abstract: Children's vocabulary is fundamental to their speech development, reading skills, and general cognitive abilities. This article aims to analyze effective, quick, and easy methods for teaching vocabulary to children. The study examines interactive games, storytelling, visual aids, context-based learning, and repetition. The article examines the impact of different pedagogical approaches on the speed and depth of vocabulary acquisition. The results show that introducing game elements, visualization, and practical application into the learning process significantly improves children's acquisition of new words. These methods are especially effective for preschool and primary school children. In conclusion, combining methods that ensure active participation in vocabulary teaching and arouse children's interest will help develop their vocabulary quickly and sustainably.

Keywords: Vocabulary teaching, children, effective methods, interactive games, visual learning, contextual learning, speech development.

Introduction

Language is the basis of human culture, and its most important component is vocabulary. Childhood is the most favorable period for speech development and vocabulary acquisition. A rich vocabulary contributes to children's effective communication, academic success, and broadening their understanding of the world (Kholisov, 2018). However, memorizing new words and using them appropriately can be difficult for children. Therefore, researchers in the field of pedagogy and psychology continue to search for effective methods for quickly and easily teaching children vocabulary. The purpose of this article is to analyze the most relevant and innovative methods that help children increase their vocabulary, taking into account their age characteristics, and to show their practical significance. This study aims to provide useful practical recommendations for parents, teachers, and education professionals.

Literature Review

Vocabulary acquisition is a central part of children's language development. While Jean Piaget's theory of cognitive development emphasizes that children learn words through interaction with the environment (Piaget, 1952), Lev Vygotsky's sociocultural theory emphasizes the role of social interaction and interaction with adults in vocabulary acquisition (Vygotsky, 1978).

Modern research is moving away from traditional approaches to vocabulary teaching and emphasizing methods that ensure children's active participation. For example, Krashen (1985) has argued for the importance of "comprehensible input" in language learning, that is, children learn faster when presented with material that they can understand. This highlights the importance of contextual learning and visualization.

A number of studies have confirmed the effectiveness of games in teaching vocabulary. Fisher (2006) has shown that word games, puzzles, and riddles for children have a positive effect on remembering new words. Storytelling and reading (Nikolayeva, 2015) have also been noted to be important in increasing children's passive and active vocabulary. Visualization, i.e., showing the meaning of words using pictures, cards, and videos, activates children's visual memory and facilitates learning (Pavlov, 2010). At the same time, the importance of context-based learning has also been widely discussed in the literature. When children learn words not in isolation, but in the context of sentences, phrases, and real-life situations, they understand them faster and learn to use them correctly (Bruner, 1966). Repetition and active recall techniques are also necessary for vocabulary consolidation, but it is recommended to repeat them in different ways so that this process does not become boring. Literature analysis shows that combining several effective approaches to vocabulary teaching, rather than relying on a single method, yields better results.

Methodology

This article uses a qualitative research approach to identify effective methods for teaching vocabulary to children. The article is based on an in-depth analysis of the existing scientific literature, a generalization of pedagogical experiences, and the formulation of practical recommendations.

Research Design: The study is descriptive and analytical in nature and aims to draw general conclusions by synthesizing existing theories, pedagogical practices, and research results.

Data Collection Methods:

1. Literature Review: Published scientific articles, monographs, dissertations, and textbooks on vocabulary acquisition, child psychology, and language teaching methodologies were analyzed. Mainly, empirical studies and theoretical foundations of vocabulary teaching for children were reviewed.
2. Analysis of pedagogical observations: The results of observations conducted on vocabulary teaching processes in kindergartens and primary grades were summarized. Attention was paid to which methods aroused the most interest in children and which ones had the highest efficiency in memorizing words.
3. Analysis of methodological experiments: Advanced methodological experiments used in different countries, including approaches to vocabulary teaching in education systems such as Finland, Singapore and Japan, were studied.

Data Analysis Methods: The collected data were summarized through thematic analysis. The advantages and disadvantages of each method, their suitability for the age characteristics of children and the possibilities of their application in practice were assessed. The effectiveness of the methods was assessed based on criteria such as the active participation of children, the speed of memorization and the level of long-term memorization. Although a specific experiment was not conducted in this study, theoretical results were formed based on the general conclusions of empirical studies presented in the literature.

Results

As a result of the analysis of the literature and the generalization of pedagogical practices,

several effective and efficient methods of teaching vocabulary to children were identified.

Interactive games: Word games, flashcards, and Guess the Word games help children learn words in a fun, playful way. Games increase children's motivation and help them remember new words. For example, through the Word Chain game, children connect new words together and reinforce their meaning.

Storytelling and reading books: Reading stories to children and encouraging them to listen to stories allows them to learn new words in a natural context. Children easily understand and remember the meaning of words through the situations and characters described in the stories. Picture books enhance visual learning.

Visual aids: Showing the meaning of words using pictures, diagrams, flashcards, videos, and interactive applications activates children's visual memory. For example, when teaching the word "hand," showing a picture of a hand or showing it in action speeds up word recall.

Context-based learning: Teaching new words in the context of sentences or short texts, rather than in isolation, helps to deepen their understanding of their meaning. Children learn words by seeing how they are used, not just by definition. For example, explaining the word "shok" through the sentence "shok boy ran" is effective.

Repetition and active recall: Regularly repeating newly learned words transfers them to long-term memory. It is important to diversify the repetition process, for example, by using the words in various games, quizzes, or small projects. Active recall (for example, saying the word while looking at the picture that reminds you of the word) is more effective than passive repetition.

These methods are designed taking into account the age characteristics of children (playfulness, tendency towards visual perception, short attention span), accelerating their vocabulary acquisition and making the learning process more interesting.

Discussion

The results show that traditional approaches (e.g., memorizing words) are not enough to teach children vocabulary. In modern pedagogy, it is important to actively involve children in the learning process, using their interests and playfulness. Interactive games and storytelling methods are particularly consistent with the principles of cognitive and sociocultural development emphasized in the theories of Piaget and Vygotsky. Children learn naturally through play, engage in social interaction, and consolidate new knowledge.

Visual aids and context-based learning support Krashen's idea of "implied input." Children connect meaning and context more quickly by seeing, hearing, and observing words in real-world situations. This not only improves their ability to remember words, but also their ability to use them correctly. The use of various repetition methods plays a crucial role in transferring words from short-term memory to long-term memory. This helps to combat the Ebbinghaus forgetting curve.

Limitations of the study: This article is based mainly on an analysis of the existing literature and theoretical considerations. Since no real experimental studies have been conducted, there is no clear quantitative data on the effectiveness of the presented methods. It should also be taken into account that the individual learning pace and style of each child may differ.

Theoretical and practical significance: Theoretically, this study once again confirms the cognitive and pedagogical principles in the development of children's vocabulary. Practically, it offers parents and teachers specific and effective methods that they can use to teach their children vocabulary. It helps to organize vocabulary lessons in preschool institutions and primary schools in an interesting and interactive way.

Directions for future research: In the future, it would be appropriate to conduct empirical experimental studies to quantitatively assess the effectiveness of each method, compare the effectiveness of methods for children of different age groups, and study the knowledge and experiences of parents and teachers regarding these methods.

Conclusion

Teaching children vocabulary quickly and easily is important for their overall development. This article has shown the high effectiveness of methods such as interactive games, storytelling, visual aids, context-based learning, and repetition in increasing children's vocabulary. These methods help to arouse children's interest, encourage their active participation, and help them acquire new words in a natural, understandable context. The study confirmed that the integration of game elements into the learning process, visualization, and practical application significantly improve the speed and depth of children's vocabulary acquisition. The widespread introduction of these approaches into pedagogical practice creates the basis for the development of children's language skills and their academic and social success.

List of used literature

1. Bruner, J. S. (1966). *Toward a Theory of Instruction*. Cambridge, MA: Harvard University Press.
2. Fisher, R. (2006). *Teaching Children to Think*. Cheltenham: Nelson Thornes.
3. Kholisov, B. (2018). *Theory and practice of children's speech development*. Tashkent: Teacher.
4. Krashen, S. D. (1985). *The Input Hypothesis: Issues and Implications*. Torrance, CA: Laredo Publishing.
5. Nikolayeva, M. (2015). *The Power of Storytelling in Early Childhood Education*. London: Routledge.
6. Pavlov, A. (2010). *Visual Learning Strategies for Young Learners*. New York: Academic Press.
7. Piaget, J. (1952). *The Origins of Intelligence in Children*. New York: International Universities Press.
8. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.