

(«Англійська мова належить світові, але світ не належить англійській мові») [3, с. 297].

Висновки з проведеного дослідження.

1. Сучасна німецька мова зазнає інтенсивного впливу з боку американського варіанту англійської мови, результатом якого є не лише кількісне поповнення словника, але й зміни у сфері правопису, морфології, граматики, ідіоматики тощо.

2. Для запобігання зміні глибинного коду мови під впливом англійської мови необхідна адаптація запозичень до норм мови-реципієнта та їх асиміляція.

3. Англійська мова набула статусу домінуючої мови спілкування в Європі та світі, що призвело до скорочення сфер використання національних мов та поставило питання про їх розвиток та шанси в майбутньому. Вирішенням цієї проблеми повинні стати збереження багатомовності, свідоме ставлення мовців до своєї мови та культури.

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PSYCHOLOGICAL AND LINGUISTIC FACTORS WHICH DETERMINE THE PROCESS OF TEACHING VOCABULARY

Abstract. *Various methods of teaching vocabulary for ESL students are considered in this article. Additionally, this article describes different approaches of assimilation of foreign words.*

Key words: *language, syllabus, vocabulary, linguistic material, speaking vocabulary, pronunciation, mother tongue.*

To know a language means to master its structure and words. Thus, vocabulary is

one of the aspect of language to be taught in English classes. The problem is what words and idioms should students retain. The number of words students should acquire at university depends wholly on the teaching syllabus requirements. The latter are determined by the conditions and method used. For example, experiments have proved that the use of programmed instruction for vocabulary learning allows us to increase the number of words to be learned since students are able to assimilate them while working independently with the program.

The vocabulary, therefore, must be carefully selected in accordance with the principles selecting linguistic material, the condition of teaching and learning foreign language. Scientific principles of selecting vocabulary have been worked out.

The words selected should be:

1. Frequently used in the language the frequency of the word may be determined mathematically by means of statistic data.
2. Easily combined (nice girl, nice room, nice weather).
3. Unlimited from the point of view of style (oral, written).
4. Included in the topics the syllabus sets.
5. Valuable from the point of view of word-building (use, used useful, useless, usefully, user, usage).

The first principle, word frequency, is an example of purely linguistic approach to word selection. It is claimed to be the soundest criterion because it is completely objective. It is derived by counting the number of occurrences of words appearing in representative printed material comprising novels, essays, plays, poems, newspaper, textbooks, and magazines.

Modern tendency is to apply this principle depending on the language activities to be developed. For developing speaking skills students need «speaking vocabulary». In this case the material for analysis is the spoken language recorded. The occurrences of the words are counted in it and the words more frequently used in speaking are selected.

The words selected may be grouped under the following two classes:

1. Words that we talk with or form words which make up the form (structure) of the language.
2. Words that we talk about or content words.

In teaching vocabulary for practical needs both structural words and content words and content words are of great importance. That is why they are included in the vocabulary minimum.

The selection of the vocabulary although important is not the teacher's concern. It is only the «what» of teaching and is usually prescribed for him by textbooks and study-guides he uses. The teacher's concern is «how» to get his students to assimilate the vocabulary prescribed. This is a difficult problem and it is still in the process of being solved.

The teacher should bear in mind that a word is considered to be learned when:

1. It is spontaneously recognized while auding and reading;
2. It is correctly used in speech, i.e., the right word in the right place.

Learning the words of a foreign is not an easy business since every word has its form, meaning, and usage and each of these aspect of the word may have its difficulties.

Indeed, some words are difficult in form (daughter, busy, bury, woman, women) and easy in usage; other words are easy in form (enter, get, happen) and difficult in usage. Consequently, words may be classified according to the difficulties students find in assimilation. In methodology some attempts have been made to approach the problem.

The analysis of the words within the foreign language allows us to distinguish the following groups of words: concrete, abstract, and structural.

Words denoting concrete things (book, street, sky), actions (walk, dance, read), and qualities (long, big, good) are easier to learn than words denoting abstract notions (world, home, believe, promise, honest).

Words are elements of the language used in the act of communication. They are single units, and as such cannot provide the act of communication by themselves; they can provide it only when they are combined in a certain way. Sometimes separate words may be used in the act of communication, however, for example:

— You have relatives, haven't you?

— Yes, a grandmother.

The word grandmother is used instead of the sentence pattern. Yes. I have a grandmother.

It is not the meaning of the words themselves but an intricate system of formal features which makes possible the grasp of what we generally call «meaning». Train, boy, house, take- conveys no meaning, however «he boys takes a train to his house» — is full of meaning. Consequently, the meaning is not the words themselves but in the words as a pattern.

There are several rules how to teach students vocabulary:

1. While teaching vocabulary, introduce words in sentence patterns in different situations of intercourse.

Information is composed of two types of elements: simple (words) and complicated (sentences). A word may be both a whole which consist of elements (speech sounds) and at the same time an element which is included in a whole (a sentence). In teaching words attention should be given both to a word as an element (in sentences) and a word as a whole (isolated unit) with the purpose of its analysis.

2. Present the word as an element, i.e., in a sentence pattern first. Then fix it in the students' memory through different exercises in sentence patterns and phrase patterns.

Speech is taken in by ear and reproduced by the organs of speech. In teaching students' vocabulary both the ear and the organs of speech should take an active part in the assimilation of words. Students should have ample practice in hearing words and pronouncing them not only as isolated units but in various sentences in which they occur.

3. While introducing a word pronounce it yourself in a context, ask students to pronounce it both individually and in unison in a context, as well

Any word in the language has very complicated linguistic relations with other words in pronunciation, meaning, spelling, and usage.

4. In teaching words, it is necessary to establish a memory bond between a new word and those already covered.

Example: see — sea; too — two; one — won (pronunciation); answer — reply;

answer — ask; small — little (meaning); bought — brought; caught — taught; night — right (spelling).

The process of learning a word means to the student:

- 1) identification of concepts, i. e., learning what the word means;
- 2) student's activity for the purpose of retaining the word;
- 3) student's activity in using this word in the process of communications.

Accordingly, the teacher's role in this process is:

- 1) to furnish explanation, i.e., to present the word, to get his students to identify the concept correctly;
- 2) to get them to recall or recognize the word by means of different exercises;
- 3) to stimulate students to use the words in speech.

Hence there are two stages in teaching vocabulary: presentation or explanation, retention or consolidation which are based on certain psycholinguistic factors.

Since every word has its form, meaning, and usage to present a word means to introduce to students its (phonetic, graphic, structural and grammatical), and to explain its meaning and usage.

The techniques of teaching students' pronunciation and spelling of a word are as follows:

- 1) pure or conscious imitation;
- 2) analogy;
- 3) transcription;
- 4) rules of reading.

Since a word consist of sounds of heard or spoken and letters if read or written the teacher shows students how to pronounce, to read and write it.

There are two methods of conveying the meaning of words: direct method and translation. The direct method of presenting the words of a foreign language brings the learner into direct contact with them, the mother tongue does not come in between, it establishes links between a foreign word and the thing or the concept directly.

It is necessary to organize students' work in a way of permitting them to approach the new words from many different sides, in many different ways, by means of many different forms of work. The teacher can ensure lasting retention of words for his learners provided he relies upon students' sensory perception and thinking, upon their auditory, visual, and kinesthetic analyzers so that students can easily recognize the words while hearing or reading, and use them while speaking or writing whenever they need.

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