

PRACTICAL TIPS FOR TEACHING VOCABULARY TO YOUNG LEARNERS

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Annotation: This article explores effective and practical methods of teaching vocabulary to young learners. It focuses on how teachers can make vocabulary lessons more engaging, memorable, and suitable for children's age and interests. The paper emphasizes the role of creativity, games, visual aids, and storytelling in helping children learn new words naturally and with enjoyment. It also highlights the importance of connecting vocabulary teaching with cultural elements to develop both linguistic and communicative competence.

Keywords: Vocabulary teaching; young learners; practical methods; English language teaching; classroom activities; creativity; cultural learning.

Vocabulary is one of the most important components of language learning, especially for young learners. A rich vocabulary allows children to express their thoughts clearly and develop communication skills from an early age. Teaching vocabulary to young learners requires special attention, because they learn best through play, imagination, and interaction. Traditional memorization methods are not always effective for children, as they quickly lose interest. Therefore, teachers should use more engaging approaches such as games, songs, visual aids, and short stories. These activities make learning fun and help children remember and use new words naturally. In addition, connecting vocabulary with cultural elements and daily life situations makes learning more meaningful and long-lasting. This article focuses on practical and creative techniques that can be used to teach vocabulary effectively to young learners.

In many English classes, vocabulary teaching is still based on traditional methods such as memorization and translation. These methods make lessons boring and reduce

students' motivation to learn new words. Young learners, in particular, often find it difficult to remember and use vocabulary that is taught without context or creativity. As a result, they quickly forget the new words and cannot apply them in real communication. Another problem is that teachers sometimes ignore cultural and interactive aspects of vocabulary teaching. Without using games, stories, and visual aids, lessons become monotonous and less effective. Therefore, there is a need to find more practical and engaging ways to teach vocabulary to young learners.

To make vocabulary learning more effective and interesting for young learners, teachers should use creative, interactive, and culturally rich methods. One of the most successful ways is to integrate national and cultural elements into vocabulary lessons. Understanding the etymology and cultural meaning of idioms helps learners remember new words better and use them naturally in speech. Cultural context makes vocabulary learning more emotional and memorable, especially when taught through real-life examples and games¹. In addition, using phraseological units related to food and daily life introduces learners to the similarities and differences between English and Uzbek languages. Such comparisons can be turned into classroom activities like matching idioms, storytelling, or drawing tasks. These methods not only build vocabulary but also develop cultural awareness. Teachers should also use visual aids, songs, and simple role-plays to make learning fun². When children actively participate in the learning process, they become more motivated and confident. Therefore, combining play-based and culture-based techniques can significantly improve vocabulary acquisition among young learners.

Conclusion. Teaching vocabulary to young learners requires creativity, patience, and a deep understanding of how children learn. Traditional methods alone are not enough to make learning effective. Using games, songs, visuals, and cultural elements helps children learn new words more easily and with pleasure. Integrating national and cultural aspects, such as idioms and phraseological units, makes vocabulary lessons more meaningful and

¹ Eshquvvatova, G. A. (2024). Etymology of some idioms in English and Uzbek languages. *Luchshie Intellektual'nye Issledovaniya*, 16(1), 40–45.

² Eshquvvatova, G. (2023). Contrastive analysis of phraseological units related to food names in English and Uzbek languages. *Journal of Agriculture&Horticulture*, 3(10), 89–94.

memorable. When children see how language reflects real life and culture, they develop stronger interest and motivation. Therefore, teachers should combine practical and cultural methods to create a positive and effective learning environment for young learners.

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