



TEACHING FOOD VOCABULARY TO (YOUNG LEARNERS) THROUGH INTERACTIVE ACTIVITIES

Elmurodova Gulshoda Dilshod qizi

A Student of Chirchik State Pedagogical University

*Scientific advisor: **Gazieva Saida Turgunovna***

ABSTRACT: *Teaching food vocabulary to young learners can be both effective and enjoyable through interactive activities. This study explores various interactive methods, such as games, role-playing, storytelling, songs, and hands-on activities, to enhance vocabulary retention and engagement. Young learners benefit from multisensory experiences that make learning more meaningful and memorable. The study highlights how interactive approaches, including real-life simulations like grocery shopping or cooking activities, foster active participation and deeper understanding. Additionally, digital tools and multimedia resources can further support vocabulary acquisition. The findings suggest that integrating interactive activities into language learning improves motivation, comprehension, and long-term retention of food-related vocabulary in young learners.*

KEYWORDS: *Food vocabulary, young learners, interactive activities, language learning, engagement, retention,*

INTRODUCTION

Vocabulary acquisition is a fundamental aspect of language learning, especially for young learners who are in the early stages of language development. Teaching food vocabulary is particularly important as it relates to daily life and can be easily reinforced through real-world experiences. However, traditional teaching methods, such as rote memorization and textbook-based learning, may not be effective in maintaining young learners' interest and engagement. Interactive activities provide an engaging and meaningful way to introduce and reinforce food vocabulary. These activities, which include games, role-playing, storytelling, songs, and hands-on experiences, cater to different learning styles and create a fun, immersive environment



for language learning. Research suggests that when children actively participate in learning experiences, they are more likely to retain new words and use them in real-life contexts. This paper explores the effectiveness of interactive activities in teaching food vocabulary to young learners. It examines various techniques that can enhance engagement, motivation, and long-term vocabulary retention. By integrating interactive methods into language instruction, educators can create a more dynamic and enjoyable learning experience that fosters communication skills and cultural awareness.

RESULTS AND DISCUSSION

The study revealed that using interactive activities significantly improved young learners' acquisition and retention of food vocabulary. **Enhanced Vocabulary Retention:** Learners who engaged in interactive activities, such as games and role-playing, demonstrated higher recall and correct usage of food-related words compared to those taught through traditional methods. **Increased Engagement and Motivation:** Activities like cooking simulations, storytelling, and songs made learning enjoyable, leading to higher student participation and enthusiasm. **Multisensory Learning Benefits:** Learners who experienced vocabulary through multiple senses (visual, auditory, and kinesthetic) retained words more effectively. For example, touching and naming real food items reinforced memory. **Improved Communication Skills:** Role-playing scenarios, such as ordering food in a pretend restaurant, allowed students to practice vocabulary in real-life contexts, boosting their confidence in speaking and listening. **Positive Teacher and Student Feedback:** Educators observed that students were more attentive, eager to participate, and retained food vocabulary more efficiently when interactive activities were incorporated into lessons. The findings of this study highlight the effectiveness of interactive activities in teaching food vocabulary to young learners. Unlike traditional rote memorization, interactive methods engage students actively, making learning more enjoyable and meaningful. Several key factors contribute to the success of this approach. Young learners benefit from experiences that engage multiple senses, such as visual aids, auditory input, and physical interaction. Activities like handling real food, playing interactive games, and singing



food-related songs create stronger memory associations, leading to better vocabulary retention. This aligns with research on multisensory learning, which suggests that learners retain information more effectively when multiple senses are involved. Children learn best when they are engaged and having fun. Interactive activities, such as cooking simulations, role-playing, and storytelling, make learning enjoyable and reduce anxiety, especially for second-language learners. When students are motivated, they are more likely to participate actively and absorb new vocabulary effortlessly. Interactive activities provide learners with meaningful contexts in which they can use food vocabulary in practical situations. Role-playing scenarios, such as ordering food in a restaurant or going grocery shopping, allow students to practice speaking and listening skills in a way that mirrors real-life interactions. This helps them build confidence in using the target language beyond the classroom. Group-based interactive activities encourage peer interaction, fostering collaboration and communication. Activities like team games and partner-based role-plays create opportunities for students to practice vocabulary in a supportive environment, enhancing both language development and social skills. While interactive activities are highly beneficial, their implementation requires careful planning. Teachers must ensure that activities are structured, inclusive, and appropriate for different learning styles. Classroom management can be a challenge, especially in large groups, where maintaining focus and discipline may require additional strategies. Additionally, some activities may require extra resources, such as real food items or digital tools, which may not always be readily available.

CONCLUSION

Teaching food vocabulary to young learners through interactive activities proves to be an effective and engaging approach. The findings of this study highlight that interactive methods, such as games, role-playing, storytelling, songs, and hands-on experiences, significantly enhance vocabulary retention, motivation, and communication skills. Unlike traditional memorization techniques, interactive learning allows children to actively participate in the learning process, making it more meaningful and enjoyable. Despite some challenges, such as classroom management



and resource availability, the benefits of interactive teaching methods outweigh the difficulties. Educators are encouraged to integrate a variety of interactive activities into their lesson plans to create a dynamic and effective learning environment. Future research could explore the long-term effects of interactive learning on vocabulary retention and its application in different linguistic and cultural settings. By continuing to innovate teaching strategies, educators can ensure that young learners develop a strong foundation in language learning while enjoying the process.

REFERENCES

- Brown H.D., Englewood Cliffs, Teaching by principles: an interactive approach to language pedagogy. NJ: Prentice Hall Regents, 2001.
- Diller K.C. Generative Grammar, Structural Linguistics and Language Teaching. Rowley, Mass, 1978
- Harmer Jeremy., How to Teach English. Edinburg: Longman, 2007.
- Hornby A.S. Oxford Advanced Learners Dictionary of Current English. Britain: Oxford University Press, 2002, 37
- Shodmurotova S.J., Effective ways of improving memory in learning process, 2021, 34-36