PROBLEMS IN THE FORMATION OF VOCABULARY SKILLS IN TEACHING ENGLISH TO PRIMARY GRADES

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Abstract. Vocabulary acquisition is a crucial component of language learning, especially in basic education. Young learners frequently face difficulties in acquiring proficient vocabulary skills due to cognitive, linguistic, and pedagogical influences. This article analyzes prevalent challenges encountered in instructing English vocabulary to primary-grade pupils, highlighting concerns such as restricted exposure, absence of contextual learning, and inadequate teaching approaches. The study examines techniques to address these issues, offering practical options for educators to improve vocabulary learning in early learners.

Keywords: lexicon development, elementary education, linguistic acquisition, pedagogical strategies, juvenile learners

INTRODUCTION.

The expansion of vocabulary is essential for language proficiency and is vital in facilitating efficient communication. In primary education, students are in a crucial phase of cognitive and linguistic development, rendering vocabulary instruction an essential component of English language teaching. Vocabulary acquisition, despite its significance, poses numerous problems that hinder pupils' linguistic advancement. This study seeks to identify and assess critical obstacles in language skill development among primary-grade students and propose effective teaching strategies to mitigate these challenges. In recent years, the need for education has been steadily expanding. The primary reason for this is the periodic changes over time and the proliferation of foreign technologies and gadgets. To be cognizant of them, persons must possess knowledge and the capability to learn and communicate in a certain foreign language. Given the global prevalence of English, learners must develop proficiency in communication skills to achieve success in their particular domains[1]. Consequently, the classroom serves as the optimal environment for developing effective communication abilities, particularly verbal proficiency. Educators must comprehend

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[1] Brown, H. D. (2000). Teaching by principles: An interactive approach to language pedagogy. New York: Pearson Education,2009

the challenges faced by English Language Learners (ELLs) and endeavor to employ diverse instructional methodologies in their classrooms to enhance their students' speaking proficiency in English. The many types of speaking circumstances and the primary benefits of speaking abilities are thoroughly elucidated. This study additionally presents many ways for enhancing speaking skills. It is essential to note that the progression of oral language development advances from single words to increasingly complex phrases. Children acquire listening and speaking skills significantly prior to mastering reading and writing. The identical order must to be adhered to in classroom instruction. Additional challenges would arise if one attempted to cultivate English reading and writing skills prior to children's acquisition of spoken language proficiency. To effectively communicate in the language, pupils must first acquire a foundational vocabulary. This study will concentrate on methods for teaching vocabulary that allows students to develop an extensive vocabulary repository. Guiding methodologies are presented along with illustrative tasks.

METHODS

This study adopts a qualitative methodology, employing literature review and classroom observations to discern prevalent issues in vocabulary training for young learners. Data was gathered from educational research articles, teacher interviews, and firsthand observations in elementary schools[2]. The results elucidate the primary obstacles hindering vocabulary acquisition and the efficacy

of current pedagogical approaches. An effective reading program must integrate both direct and indirect instructional methods to enhance students' oral and reading vocabularies. Read-alouds, collaborative writing and reading initiatives, and solitary reading exemplify indirect methods. Students' needs must be considered in direct vocabulary instruction, and they should be actively engaged in the process. Not all word learning assignments possess the same level of difficulty.A youngster may grasp the concept of a word without being familiar with the word itself. The term cease signifies a familiar concept to most youngsters; yet, a young child has likely not encountered this word in the context of halt. Acquiring a new term for a familiar topic is less challenging than mastering a new term for an unfamiliar concept. Educators in the primary grades provide numerous new concepts, necessitating individual instruction to enhance comprehension of these concepts and the associated terminology. The context of a term must always be emphasized when instructing vocabulary that represents familiar subjects. The comprehension of a term by students will be enhanced through the provision of a definition and an exploration of the word's relevance within the reading selection. Students must frequently encounter this word in various contexts to assimilate it and include it into their vocabulary. Furthermore, they must be afforded the opportunity to utilize the word in written or verbal

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[2] Graves,2006; Me Keown and Beck,2004;

communication. Comprehending the mechanisms of memory may facilitate the development of more efficient vocabulary instruction methods. Research in this domain, referenced by Gairns and Redman (1986), provides insights into this process. Learning new information appears to necessitate initial storage in short-term memory, followed by transfer to long-term memory. We do not consciously regulate this process; yet, there appear to be significant signs to contemplate. Retention in short-term memory is ineffective when the number of knowledge chunks surpasses seven. Consequently, this indicates that within a specific class, we should refrain from instructing beyond this quantity. Nonetheless, our long-term memory can accommodate an indefinite quantity of knowledge. Nonetheless, as they rely on students' experiences and realities to facilitate learning, meaningful assignments seem to offer the optimal answer for vocabulary acquisition. Moreover, the necessity for learners to examine and process language more comprehensively should be complemented with more significant assignments that facilitate the retention of information in long-term memory. Forgetting seems to be an unavoidable phenomenon unless pupils consistently utilize the knowledge they have gained. Recycling is thus crucial and should ideally occur one or two days after the first input[3]. Assessment of previously instructed information may be conducted weekly or monthly. The success or failure of students in retrieving knowledge when necessary can be ascribed to the manner in which they encode what they have learned. The majority of students merely record their acquired knowledge in sequential order, with translations as needed. The decontextualization of objects inside this system prompts students to overgeneralize their use, rendering it significantly unbeneficial. It lacks pronunciation specifications and prohibits additions or alterations. Instructors may also encourage students to arrange a notepad, binder, or index card by subjects and categories. English ought to be utilized as frequently as feasible to convey meaning. Word clouds and graphics may also be utilized for this topic/category framework. A vocabulary box comprising cards can be maintained by the entire class and utilized regularly for study and reinforcement.

RESULTS

The research highlighted multiple significant obstacles in the development of language skills among primary-grade students: Restricted Exposure to English: Numerous students experience scant engagement with the language beyond the classroom, thereby limiting vocabulary retention and application. Absence of Contextual Learning: Memorization of vocabulary in isolation results in inadequate retention and utilization of terms. Ineffective Pedagogical Approaches: Excessive dependence on translation and direct instruction constrains student involvement and comprehension. Phonetic and Orthographic Challenges: Young learners frequently encounter phonetic discrepancies in English, resulting in uncertainty over

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[3] Allen, V. F. (1983). Techniques in teaching vocabulary. New York: Oxford University Press, 2006

pronunciation and spelling. Limited Attention Span: Primary-grade pupils necessitate interactive and stimulating approaches to sustain interest in vocabulary acquisition.

DISCUSSION

Vocabulary education that necessitates active student engagement appears to enhance comprehension more effectively than passive vocabulary tasks. Aside from free voluntary reading and the instruction of vocabulary critical to understanding specific concepts, no technique appears to be consistently superior[4]. Employing diverse strategies appears to be beneficial. Repeated exposure to selected vocabulary facilitates the acquisition of certain terms. Effective instruction equips the student with techniques for both mastering the current task and for autonomous learning in the future. Students must take responsibility for mastering diverse techniques to comprehend word meanings. Active engagement and profound analysis of vocabulary are essential. Students ought to associate words with significant situations or familiar synonyms. We must initially delineate notions to advance. Concepts are the extensive network of intellectual relationships that emerge from categorization and the frameworks through which experiences are organized. Establishing connections between words and concepts according to specified criteria requires critical thinking, essential for understanding a subject. Concept categories are employed to classify objects or occurrences according to their essential or fundamental characteristics. For a trait to be categorized, it must manifest in a certain sequence, relation, or configuration. These represent the conceptual needs. The concept of definition or rule pertains to the specific organization of attributes. A student's vocabulary—the words they comprehend while reading and listening, and utilize in writing and speaking—is essential for academic success. Vocabulary is a fundamental component of effective language instruction. How do pupils acquire the necessary vocabulary? The integration of direct instruction and extensive reading constitutes an effective strategy for vocabulary acquisition. In the subsequent overview I will succinctly outline many techniques that promote vocabulary acquisition. Direct education involves the explicit teaching of meticulously chosen language, enhancing comprehension and fostering vocabulary development among pupils. It is frequently advantageous to instruct essential vocabulary in advance. To address these issues, instructors may employ the following strategies: Utilization of Visual Aids and Multimedia: The integration of visuals, videos, and interactive tools improves word association and recall. Contextual Learning Methodologies: Instructing language via narratives, role-playing, and authentic scenarios enhances understanding and application. Utilizing vocabulary games, songs, and storytelling to engage learners enhances motivation and involvement. Phonics-Based Instruction: Systematic teaching of pronunciation and spelling patterns facilitates the resolution of phonetic challenges. Repetition and Reinforcement: Consistent practice and exposure via reading and

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[4] Baumann et al,2002; Baumann, Ewards, Olejnik and Kame'enui,2003; Graves,2004

listening exercises enhance vocabulary development.

CONCLUSION.

Educators may question the significance of instructing vocabulary. The answer to that question is unequivocal: vocabulary is essential for reading success for three reasons, which I will now briefly elucidate. Comprehension enhances when one understands the meanings of the words. Given that understanding is the paramount objective of reading, the significance of vocabulary growth cannot be overstated. Secondly, words constitute the medium of communication An extensive vocabulary enhances all facets of communication, including listening, speaking, reading, and writing. Finally, as children and teenagers enhance their vocabulary, their academic and social confidence and competence also increase. Many young learners may encounter significant challenges in acquiring new vocabulary daily if they do not study the terms and their definitions. Young learners have numerous challenges, as simple memorizing is insufficient, as previously stated. Students require a diverse array of autonomous vocabulary acquisition mechanisms. Vocabulary instruction should focus on encouraging students to actively contemplate word meanings, the interconnections among words, and their use in various contexts. This form of profound, comprehensive education is most likely to affect understanding. Many students find it simpler to recall a word's meaning by creating a brief illustration that links the term to a personally significant concept. The student utilizes each target term in a novel, yet recognizable context. The student should not invest excessive time in creating an excellent drawing. The crucial aspect is that the drawing is coherent and aids the pupil in grasping the meaning of the word. The capacity to dissect word components aids students in encountering unfamiliar terminology. Students who comprehend the meanings of root words and affixes are more likely to grasp the significance of words that incorporate these components. The development of vocabulary abilities in basic English learners is a multifaceted process shaped by numerous cognitive, linguistic, and pedagogical elements. Confronting these problems necessitates new and interactive pedagogical approaches that foster contextual learning, engagement, and reinforcement. Through the implementation of successful practices, educators can improve vocabulary acquisition and facilitate the comprehensive language development of young learners. Subsequent research ought to investigate the enduring effects of these tactics and their versatility across various educational contexts.

References:

1. Graves,2006; Me Keown and Beck,2004;
2. Baumann et al,2002; Baumann, Ewards, Olejnik and Kame'enui,2003; Graves,2004
3. Allen, V. F. (1983). Techniques in teaching vocabulary. New York: Oxford University Press, 2006
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