



INTERACTIVE METHODS OF TEACHING PHRASAL VERBS

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Annotation. Vocabulary knowledge plays an important role in language learning. It can be easily proved by taking sample from the intellectual development of a child. What do the children begin learning the surroundings with? First of all, they start to learn the names of objects and subjects around, i.e. they learn vocabulary of their parents. Vocabulary is the first essential element of communication. The more words one knows, the clearer their speech will be. The wider the vocabulary of a person, the more smoothly he will be able to express his opinion.

If we want to use language effectively, we must have good stock of vocabulary. We cannot use the language, if we don't know the words of that language. English language has vast vocabulary. It is the richest language of the world. One cannot learn a language without learning vocabulary. Therefore, the study of vocabulary has occupied the central place in teaching-learning activities.

Key words. Learning a foreign language, vocabulary, communication, phrasal verbs, barriers, difficulty.

1. difficulties and barriers in using phrasal verbs
2. the results indicated two important findings
3. pedagogic technologies in teaching vocabulary
4. various technologies deliver different kinds of content

Uzbek students using phrasal verbs in oral communication encounter various barriers and difficulties. Because of the differences in cultural backgrounds, social factors, language environment, customs, language learning and teaching practices, etc, sometimes it is not easy to understand and communicate using phrasal verbs with someone from another culture. For example, based on the author's first-hand experience in learning English, Uzbek students studying abroad often encounter problems and barriers to communication when they use phrasal verbs with native speakers. For example, the Latinate counterparts of "put off", "call off", and "show up" are "postpone", "cancel", and "arrive", which are often but not exclusively used in more formal discourse. Native and proficient speakers of English tend to use phrasal verbs in everyday conversation and generally reserve Latinate verbs (i.e. 'investigate' instead of 'look into') for more formal occasions such as business letters or academic writing like the writing . Moreover, native speakers of English, like Uzbek learners of English, tend to avoid using phrasal verbs when communicating

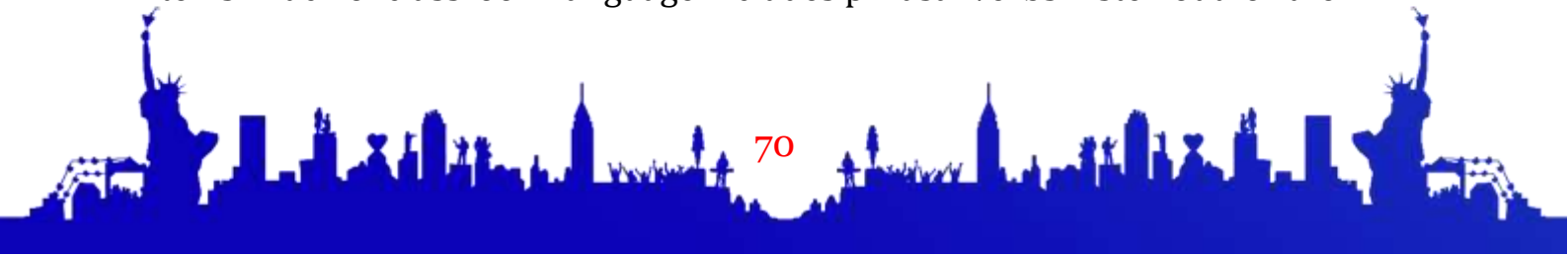




with non-native speakers of English. Chen (2005) examined the avoidance of English phrasal verbs among students of English in a university in Uzbekistan. Chen's purpose was to identify the most common English phrasal verbs and explore the reasons why Uzbek learners of English are weak in understanding these phrasal verbs and their tendency to avoid using them, especially in oral communication.

The results indicated two important findings. One finding was that the students were not deliberately avoiding phrasal verbs, but they had a relatively weak understanding of English vocabulary in general. For example, many students knew the meaning of such difficult words as 'accomplish', 'extinguish' and 'tolerate', but they had difficulty in identifying the contextualized meanings of the corresponding phrasal verbs 'carry through', 'put out' or 'put up with'. The other finding was that the students often preferred more formal Latinate vocabulary to phrasal verbs even when phrasal verbs were more appropriate in the context and the register. To make matters worse, there has been an over emphasis on vocabulary learning among learners; this can be seen in the fact that an overwhelming majority of undergraduates possess a vocabulary dictionary. It is not exaggerating to say that much of their time involved in learning English is being occupied by memorizing lists of these-called required words instead of those more commonly used such as phrasal verbs. It should be noted that phrasal verbs are widely used because of their characteristics of flexibility, practicality, adaptability and efficiency for oral communication. Therefore, phrasal verbs should be given greater emphasis than before with the goal of Uzbek learners of English achieving effective and efficient communication in the English speech community rather than the use of those much more academic words. What is more important is that there is much less need for those academic words in oral communication than in written communication.

Using innovative pedagogic technologies in teaching vocabulary:
Through communicative approach in language teaching, learners are generally exposed to phrasal verbs from a very early stage in their learning. In most of the beginner courses, learners describe their daily routine and are exposed to phrasal verbs such as "wake up, get up" as lexical items. Much of classroom language includes phrasal verbs: listen out for the





expressions,” take out a pencil and paper”, and in these early stages they do not cause many problems because they are relatively straight forward as their meaning is literal or the context in which they are used is very clearly understood. As learning continues learners meet more complex forms: “get on with ..., look forward to ...”, which they understand and can use in controlled situations but which they tend to avoid in free situations.

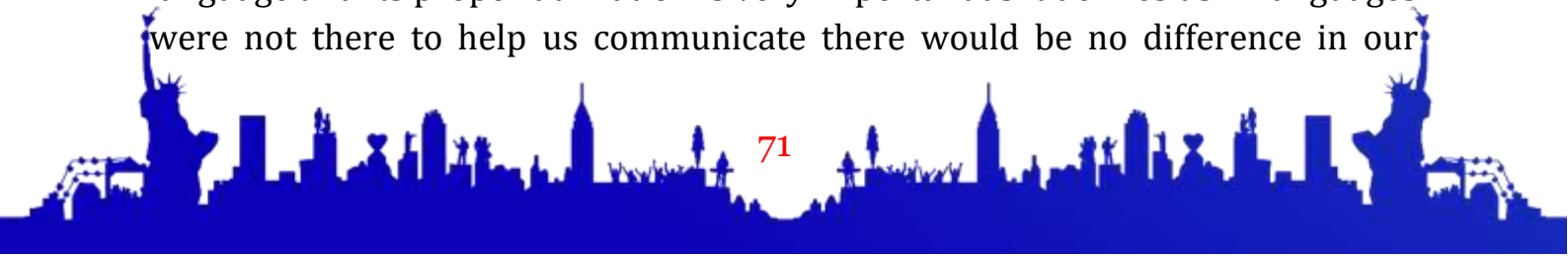
Various technologies deliver different kinds of content and serve different purposes in the classroom. For example, word processing and e-mail promote communication skills: database and spreadsheet programs promote the understanding of science and math concepts. It is important to consider how these electronic technologies differ and what characteristics make them important as vehicles for education.

Technologies available in classrooms today range from simple tool based applications to online repositories of scientific data and primary historical document, to handheld computers, closed circuit television channels and two way distance learning classrooms. Even the cell phones that many students now carry with them can be used to learn.

Each technology is likely to play a different role in student’s learning. Rather than trying to describe the impact of all technologies as if they were the same, researches need to think about what kind of technologies are being used in the classroom and for what purposes. Two general distinctions can be made student can learn from computers – where technology used essentially as tutors and serves to increase students basic skills and knowledge; and can learn with computers where technology is used a tool can be applied to a variety of goals in the learning process and can serve as a resource to help develop higher order thinking creativity and research skills.

Conclusion:

The languages play a very important role in our lives. They help us express our emotions. They help us explain what we want. They help us to communicate and hence are the prime tools to express who we are. Thus the knowledge of a language and its proper utilization is very important as it defines us. If languages were not there to help us communicate there would be no difference in our





communications and the way the animals communicate. Hence the ways the languages are taught play a very vital role in a person's life. Since English is the official language of this world it is of the most importance that this language has to be taught in such a way that it will help us not just to speak and write and listen but to communicate. That is the purpose of the language and that is what it must be used for. Hence innovative methods help in bringing a change and most of the times for the better. It helps the students learn faster and in an efficient, interesting and an interactive manner and it is the teacher's responsibility to leave the traditional methods and make way for new and better methods for the students benefit.

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INTERNET SOURCES

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