THE SIGNIFICANCE OF INTERACTIVE TECHNIQUES IN TEACHING SYNONYMS AND ANTONYMS

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Abstract. The given article is dedicated to the significance of “Empty outline” and “Four corners” techniques in teaching synonyms and antonyms of English Lexicology practical classes as a foreign language environment that helps individuals and groups become more effective in process. The purpose of this issue is therefore justified by the fact that it is an attempt to somehow compensate for the deficiency of interest to the teaching ways of synonyms and antonyms in lexicology as a subsystem of the English vocabulary. As currently teaching theory in integration with practice demands to apply very effective innovative methods in order to increase students’ communicative language skills. Learning synonyms and antonyms through interactive methods or strategies can give the audience or reader a better understanding of the speaker's exact intentions. The truth is, and the research shows, students need multiple and various exposures to a word before they fully comprehend different meaning of that word and can apply it. So, teaching synonyms to students through new interactive techniques undoubtedly stimulate their interest in learning the semantic field of the English languages.

Keywords: Innovative methods, significance, issue, synonyms, antonyms, intentions, environment, integration, meaning.
Аннотация. Данная статья посвящена значению методик «Пустой план» и «Четыре угла» в обучении синонимам и антонимам на практических занятиях по лексикологии английского языка как иностранной языковой среде, помогающей отдельным лицам и группам стать более эффективными в процессе обучения. Поэтому цель данного выпуска оправдана тем, что это попытка как-то компенсировать недостаток интереса к методам обучения синонимам и антонимам в лексикологии как подсистеме английского словаря. Поскольку в настоящее время преподавание теории в сочетании с практикой требует применения очень эффективных инновационных методов для повышения коммуникативных языковых навыков студентов. Изучение синонимов и антонимов с помощью интерактивных методов или стратегий может дать аудитории или читателю лучшее понимание точных намерений говорящего. Правда в том, и исследования показывают, что учащимся нужно многократно и по-разному знакомиться со словом, прежде чем они полностью поймут разное значение этого слова и смогут применить его. Таким образом, обучение студентов синонимам с помощью новых интерактивных методов, несомненно, стимулирует их интерес к изучению семантического поля английского языка.

Ключевые слова: инновационные методы, значение, проблема, синонимы, антонимы, намерения, среда, интеграция, значение.

Language came into life as a means of communication. It exists and is alive only through speech. Today there are radical changes in the field of learning English Lexicology, in terms of its motivation. The importance of the English language necessitates the search for new ways and means of teaching English Lexicology in order to improve the quality of knowledge. After all, it is not a secret that so far, despite the change in the paradigm of learning, the introduction of pedagogical and information technology, teaching foreign languages, including English lexicology,
does not fully meet modern requirements. And implementing an appropriate word in a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. The ability to adequately use lexicology awareness in accordance with the norms of the English language can be formed taking into account the variability of their use, i.e. Every meaning in language and every difference in meaning is signalled either by the form of the word itself or by context and its syntagmatic relations depending on the position in the spoken chain. No general or complete scheme of types of lexical meaning as elements of a word’s semantic structure has so far been accepted by linguists. Linguistic literature abounds in various terms reflecting various points of view.

Synonyms and antonyms are very important for learners because they are so prevalent everyday spoken, formal and informal written language. Not only do learners need to understand the more common words, but they will also need to use them themselves. The words are presented through text, which makes their meanings clearer, and students can also use the co-text to work out the meanings. Such cognitive engagement may also make the exercise more memorable. Learners generally move sensibly from recognition to production and there is usually an exercise in which students get to personalize the synonymic phrasal verbs, by asking each other questions. However, again, the potential for confusion is high, when the lexical set contains synonymic words of very similar meaning. For instance, some students have problems with a text about relationships, which contained the verbs; go out with, get on with, fall out, split up. We found that words of similar meaning interfered with each other, especially those which had a similar form, here, “go out with” and “get on with”. A more natural approach perhaps, is to teach synonyms and antonyms as they occur in a text. Language is used in context and is usually better learnt in context.
Guessing a new word's meaning from context is a key vocabulary learning skill Clark and Nation identifies it as one of the three principal strategies for handling unknown vocabulary. Inferring from context is a difficult task, [Clark D.F. and Nation I, 1995] yet, "The deeper the decisions a task forces upon a learner, the superior the retention and recall. The next step is to move from recognition to production. It can be often done by setting up a situation, and then asking students to make the synonyms and antonyms their own by producing a text along similar lines to the original. Learning words through authentic texts can be very useful as due to reading authentic material reader can understand the nature of synonyms and antonyms better and memorize the meaning of them too. However it can be difficult for some students as the level of the students should be high enough to have the ability of understanding the texts however authentic texts prove their efficiency.

Nowadays interactive method or approach is a modernized form of active methods. The most of teachers usually understand or mean cooperative action during the lesson or seminar work. But here attention should be focused on inner action too. The learners should have inner motivation which involves them into active work or active participation at the lesson. In interactive method teacher’s role is to direct learners activity to getting the aim of the lesson which include interactive exercises and tasks. This means choosing the techniques and activities that are appropriate for each particular task, context and learner, with a focus on motivation and helping learners become independent and inspired to learn more. Considering the importance of teaching synonyms and antonyms, teachers’ preparation of materials should become involvement and fruitful. It should be logically, completely organized and well prepared. Mostly in a seminar classes teachers start their lesson with asking questions from theoretical part and do some exercises. In order to avoid of this usual habits we try to covered the whole process with applying effective teaching techniques as Focused listing for making some points about topic in warm up stage, then continued with “Empty outline” techniques for concentrating their thoughts up
to the plot and “Four corners’’ for develop learners communicative competence, as for the acquisition we used authentic video materials for strengthen students awareness of the topic in while stage. These techniques are extremely simple, quick, and flexible way to collect information on student knowledge about a particular topic and my students really appreciate with positive views. The functions of these forms of techniques are easily adjusted to the process of learning lexicology and developing learners’ speech on this field. Also it gives the teacher a clear idea of which specific terms and concepts the students recall and which they don’t, allowing for more focused and effective review. There was only a drawback that it took much time to prepare and find appropriate authentic resources in teaching the theory part of English lexicology. And totally during the lesson we noticed how my students with great enthusiasm participated in the lesson. It made me pleasure of my work because the result was great.

Making successful human communication depends on language-in-use, which is not limited to form/structure and meanings/semantics. A word/sentence at the level of form and semantics may mean one thing, but it can be interpreted differently in use. In my point of view, communicative competence is an aptitude to deliver the message to the receiver by words correctly so that the information could be understood in the same way by both sides. Rose and Kasper [2002:2] comment that during any interaction, interlocutors “do not just need to get things done but must attend to their interpersonal relationships with other participants at the same time”. In order to highlight the points, language input offers learners not only the linguistic knowledge but also the knowledge of appropriate ways of using the language to promote effective interaction and to advance pragmatic abilities [Li, 2012]. From these definitions, it can be concluded that communication is not just about using words after one another. Instead, a healthy and efficient interaction is based on a variety of factors ranging from the participants of the conversation to the context in
which the interaction goes on as well as the social and cultural norms and conventions of the society and its language.

In order to organize our class efficiently I plan my lesson based on communicative competence aspect as pragmatic competence. I provide my students with task in which they had to watch a film with taking notes of some phrase or words and ask them to give the equivalents in order to analyze and identify the dominant synonym and antonyms for further and deeper understanding of their usage in appropriate context and with finding answers for their questions from each other as speech act of making interview. There were not any readymade forms of materials therefore in some cases they used a dictionary and tried to discuss or remembered some situation from real life and insert appropriate synonym and antonym words according to the context meaning. So, after hot discussion one member of the group presented the words beautiful, pretty, charming and handsome and gives the explanation in which situation they might be used. While answering she reported that the word beautiful has the most general meaning, the others are characterized by differences clearly statable: pretty implies only for a girl, handsome could be addressed for male person and charming implies often for female. Basically she was right but not completely therefore another participant disagreed and tried to clarify that handsome is more often used for men, but also it can be used for women. When a woman is described as handsome, it suggests that she is very good-looking, and also healthy and strong.

And about charming she explained that a man who had no problem winning women's hearts and added with giving example as charming prince etc. Through analyzing and using the speech patterns learned in the classroom I observed how the students could cope with the challenges of learning language. As for the teaching antonyms we may say that mostly pair or small groups of interaction form of activities are appropriate. Antonyms are opposites. Opposites are an important concept to teach students. Understanding this concept will help students increase
their vocabulary, better describe, and follow directions. Teach the concept pairs together and using concrete examples is best but pictures will also do.

Our responsibility is to increase my students’ English language proficiency in the four domains of language skills. As an English language teacher, I am responsible for training my future teacher students’ to develop proficiency in the teaching English Language and a deep understanding the secrets of the being profession a teacher. We gave an opportunity to our learners to promote their critical thinking through organizing variety of communicative activities like “Four corners” or “Empty outline” during the lessons. So, promoting learners’ critical thinking is second value in my teaching process. By dealing with group form of discussion activities learners should also focus on doing these processes like conceptualizing, applying, analyzing, and evaluating information gathered through utilizing past experiences. Enabling investigation connects one’s past to the present, while also looking toward the future.

In order to conclude we could say if a teacher is able to use the communicative competence while teaching foreign language, the lesson will be more engaging and interactive techniques, which will also help to develop students’ ability to comprehend meanings of synonym and antonym in social context, as well as real life situations. In addition, interactive speaking activities should be organized around the ideas such as understanding the cooperative principle, through which we improve students’ pragmatic competence.

List of used literature:

