

TEACHING VOCABULARY THROUGH INNOVATIVE CLUSTER APPROACH IN THE EFL CLASSES

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**ABSTRACT:** Proficiency in vocabulary is considered essential for foreign language learners, as it facilitates effective communication in situations where one's second language is limited. Schmitt emphasizes that lexical knowledge is crucial for communicative competence and second language acquisition, given the importance of vocabulary learning. Nation goes on to characterize the connection between vocabulary knowledge and language practice as complementary, saying that having a good vocabulary makes language usage easier and vice versa. One's vocabulary grows as a result of language use. On and off campus, the importance of language is demonstrated on a daily basis. The smartest students in the class have the largest vocabulary.

**KEYWORDS:** communication, cards, implementing, production stage, techniques, methods, pre-test, onomatopoeia, educational game, posttest.

**INTRODUCTION**

Inspired by a range of sciences, it was suggested that the teacher employ this card-based exercise to vary the teaching and learning process. When teaching vocabulary, using vocabulary cards encourages students to come up with new words and makes it easier for them to remember new words. Along with observing the activities in the classroom, the researcher would look for improvements once the actions were put into practice. The researcher anticipates some increases in the students' vocabulary mastery by putting the action into practice, which is teaching vocabulary with vocabulary cards. During the practice phase, the students would be handed vocabulary cards by the researcher, who would instruct them to create their own and use those cards for practice during the production phase.

**RESULTS AND DISCUSSION**

An experimental study that investigated the effect of cards and physical activity, as an innovative and effective technique and the traditional techniques used for teaching vocabulary in order to achieve the result. Two tests were administered: Pretest, and a posttest.

**Participants:** The study was conducted with 30 students divided into two groups. All participants were non-native speakers of English.

**Lesson procedures:** Students received English classes, teacher conduct the lesson in traditional way. The theme "Food and drink" according to "Guess what 4" She explained the materials which are related to text book. The teacher mostly used textbook as the instruments to teach the students. at that day the teacher did not use an interesting media to teach the students so that the students got bored easily , the teacher gave the students some questions from the student's book and asked the students to answer the questions on their own writing book. Some students who could not answer the question tended to copy the other students' answer than asked for the teacher's helps.

Maybe they were afraid to ask because they may feel fault if they asked something easy. Teacher just explains and translated words in their student's book. The children just wrote new vocabulary in their notebooks. Pupils learn vocabulary 20 % percent in this teaching way.

**CONCLUSION**

Improving the pronunciation of the pupils was undoubtedly the goal of providing feedback on their pronunciation. Additionally, this method would provide the pupils confidence to pronounce words correctly and help them overcome their fear of making pronunciation errors when speaking. In the meeting, the researcher intended to provide comments on the pronunciation of the pupils. When the researcher discovered inaccuracies or mistakes, the first thing the researcher had to do was point out the inaccuracy in a way that would allow the students to see their mistakes and remedy them. Stated differently, the researcher intended to provide oral feedback rather than instantaneous input regarding the pupils' pronunciation.

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