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**PRACTICAL TIPS FOR TEACHING VOCABULARY TO YOUNG LEARNERS****Qurbonova Sabrina Zokir qizi**Termiz State Pedagogical Institute,
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Annotation. This thesis discusses practical and research-based strategies for teaching vocabulary to young learners. It highlights the effectiveness of visual aids, language games, storytelling, songs, Total Physical Response (TPR), and meaningful communication activities in improving children's vocabulary acquisition. The work also emphasizes the importance of engaging, interactive, and context-rich learning environments that support long-term retention and natural language development.

Keywords: Young learners, vocabulary teaching, visual aids, storytelling, games, TPR, language acquisition, communicative activities.

Introduction. Teaching vocabulary to young learners is an essential part of successful English language education. Young children learn new words more effectively when the learning process is engaging, meaningful, and connected to real-life experiences. According to Cameron (2001), young learners need interactive and varied activities because their attention span is short, and they acquire language most effectively through hands-on experiences rather than abstract explanations. Therefore, teachers should apply practical strategies that support vocabulary development in a natural and enjoyable way.

Using The Visual Aids. One of the most effective techniques is the use of visual aids. Nation (2013) emphasizes that images, flashcards, real objects, and videos help young learners understand vocabulary more clearly. Visuals make new words more concrete and easier to remember, especially for early learners who depend heavily on sensory input. For example, showing a real apple when teaching the word "apple" creates a strong mental connection and increases retention. Another strategy that has proven to be highly effective is the use of games. Research by Brewster, Ellis, and Girard (2002) shows that games help increase motivation and reduce learning anxiety. Vocabulary games such as matching cards, memory games, word bingo, and puzzles allow children to repeat new words in a relaxed and enjoyable setting. Through games, children naturally practice vocabulary without feeling pressure, which leads to deeper learning.

Storytelling is also an important method in vocabulary teaching. According to Wright (1995), stories provide meaningful contexts for new words and allow





learners to hear vocabulary repeated in natural situations. When teachers use picture books or short stories, children not only learn new words but also understand how they are used in real communication. Storytelling also builds imagination and supports listening skills, which are essential for language development.

Language Games. Games are effective because they combine learning with fun, reduce anxiety, and encourage repeated practice. Brewster, Ellis, and Girard (2002) highlight the benefits of using games for vocabulary reinforcement. Examples include:

Memory games: Matching words to pictures, increasing recall.

Word bingo: Listening for words and marking them on a card, promoting listening skills.

Puzzle activities: Completing word jumbles or matching definitions, improving cognitive association.

Games also promote social interaction, turn-taking, and cooperation, all of which enhance language development in young learners.

Songs and chants. Songs and chants are another practical tool for teaching vocabulary. Murphey (1992) notes that rhythm, melody, and repetition make songs especially effective for memory. Young learners enjoy singing, and songs help them remember vocabulary for a long time. Teachers can introduce new words through simple, catchy songs and encourage students to join in. This method also improves pronunciation and listening comprehension.

Total Physical Response (TPR), Total Physical Response (TPR), developed by Asher (1982), is an approach that connects language with physical movement. Young learners respond well to commands such as “stand up,” “touch your head,” or “open the door.” When learners act out the words, they create strong memory links between the movement and meaning. TPR is especially effective for active children who learn better through physical activities.

Finally, providing opportunities for meaningful communication is crucial. Pinter (2006) explains that children need to use vocabulary in real-life tasks to build confidence and fluency. Activities such as role-play, pair work, classroom dialogues, and project-based learning allow children to apply new words in authentic situations. When learners use vocabulary to communicate real messages, the learning becomes more relevant and long-lasting.

Conclusion. In conclusion, effective vocabulary teaching for young learners requires the use of diverse, engaging, and research-supported strategies. Visual aids, games, storytelling, songs, TPR, and communicative tasks create a dynamic learning environment that motivates children and strengthens their vocabulary retention. By applying these methods consistently, teachers can





help young learners build strong vocabulary foundations and develop confidence in using English in real-life communication.

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