

THE WORK OUT OF THE ACTIVITIES FOR TEACHING VOCABULARY RELATED TO SPORT

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Abstract:

In the article work out of the activities for teaching related to “sports” in teaching language. Different methods of lexicological research are used for classification, generalization and verification: contrastive analysis, statistical methods of analysis.

Keywords

Serve and volley, deficiency, adolescence, enthusiastic, incentives.

Introduction

The article is determined by the analysis of the works of leading scholars, concrete results of investigation, and the problems and specificity of the linguistic status of the semantic field of words related to “sports” used in different context. Special emphasis is laid on collecting the words into groups, the etymology of the words related to sports, the translation of the words related to “sports” from English into native language, from native language into English.[1; 289]

The work is determined by the necessity of detailed and comprehensive analysis of the words related to sports, which is immensely important while coming across and using the sport terminology, at the same time making the speech enriched stylistically. The words are taken from different kinds of sports.

The process of leaning a word means to the student: identification of concepts, learning what the word means; student’s activity for the purpose of retaining the word; student’s activity in using this word in the process of communication in different situations. From this we may say the teacher’s role in this process is to furnish explanation, it means to present the word, to get his students to identify the concept correctly; to get them to recall or recognize the word by means of different exercises; to stimulate students to use the word in speech.

The true art of teaching is not the application of the “best” system, but the ability to stimulate students to worthwhile activity. Hence there are two stages in teaching vocabulary: presentation or explanation, relation or consolidations which are based on certain psycholinguistic factors. Nowadays few people will dispute the importance of vocabulary, especially the need for active vocabulary practice. The main thing in teaching Vocabulary is to present of new words. Since every word has its form, meaning, and usage to present a word means to introduce to students its forms (phonetic, graphic, structural, and grammatical), and explain its meaning and usage. [2; 304]

The techniques of teaching students the pronunciation and spelling of a word are pure or conscious imitation; analogy; transcription; rules of reading. The range of exercises

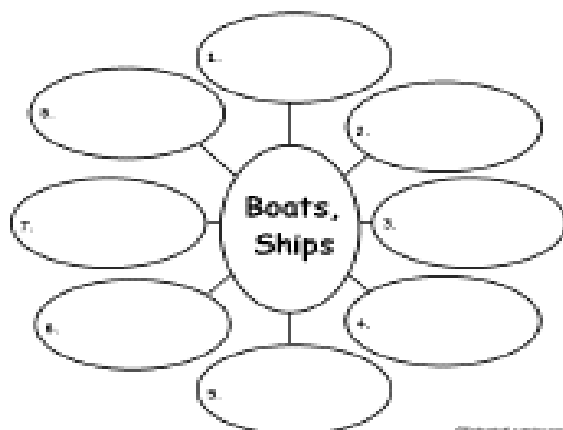
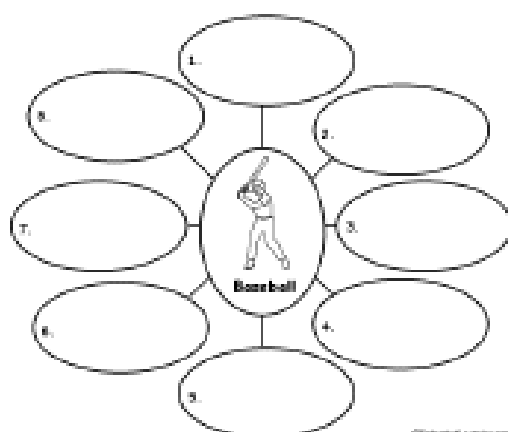
belonged to the topic “Sport” will help you to learn a lot of new English words. But in order for new words to become “fixed” in the mind, one needs to test yourself again and again. These days there are a lot of different methods of how to involve a student to learn new words and get a great result from it. However, one of the best way is to get ahead through the activities.

Activity 1.

The whole group should be divided into two mini groups. Then they will get the following cards with written tasks. The first one will be prized.

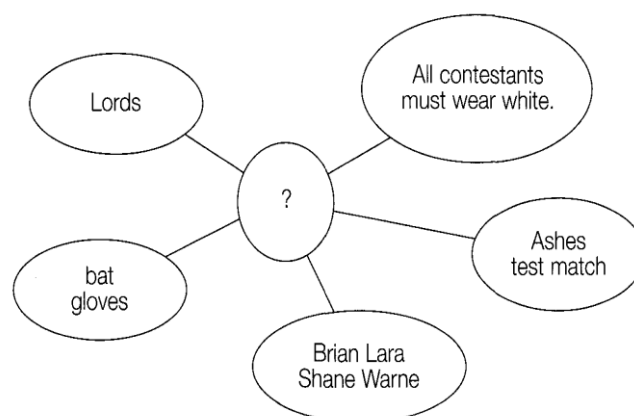
1. Write eight baseball words. Think of and write eight words related to baseball and then use each word in a sentence. Sample answers: base, hit, run, walk, strike, triple, out, mitt.

2. Write eight Boat and Ship words. Think of and write eight boat-related words. Then, for each of them, write a sentence containing that word. Sample answers: rowboat, ferry, sailboat, kayak, canoe, paddle, sailboat, catamaran.



Activity2. “Favorite sports”

Look at the given diagram. What is the sport and what categories do the circle represent? (Answer: cricket. Equipment, places, events, outstanding competitors and rules.)



Work in groups of students who have the same favourite sport and make a similar diagram for your sport. Do not write the category names. Swap diagrams with another group to guess the categories.

Activity3. “Serve and volley”.

Work in groups of three. Choose a sport and take turns to give a related word, example: tennis-serve, court, love. The last person to think of a word gets a point and chooses the next sport. Proper nouns are not allowed.

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|----------|---------|------------|---------|--------|----------------|-----------|
| football | cycling | basketball | fencing | hockey | golf | skiing |
| baseball | boxing | cricket | squash | soccer | figure skating | formula 1 |

Activity4. “Categories”

Choose one of these headings and write a list of different sports. Write a few notes describing any experience you have had of playing or watch them, examples: football- last Saturday in the park.

| | | | |
|---------------|--------------|--------------|-----------------|
| Winter sports | decathlon | Water sports | Animal sports |
| Table sports | Motor sports | Ball sports | Fighting sports |

In pairs, compare your lists, and tell each other about your experiences.

Activity5

Write down six things you can do with a ball. The possible answers: throw it (handball), head it (football), pass it (baseball), hit it (badminton), catch it (baseball), kick it(football).

| | |
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| it |it |
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Activity 6

Divide the whole group into two mini- groups, so that they could discuss the following questions. After this organize a debate. The winner should be prized.

What is the advantages side of holding Olympic game?

What is the disadvantages side of holding Olympic game?

Activity 7

Organize these words and put them in the correct columns below? (you can put a word in more than one column if you wish.)

Activity 8

Answer these questions. If possible, ask a friend the same questions.

Are there any games or sports you watch but do not play? If so, what are they and where do you watch them? Are there any games or sports that you are good at? Are there any

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sports that are not played much in your country? Are there any sports that you hate? Which game or sport is the most popular in your country? Which game or sport requires the most strength? Which one has the biggest crowds? How often the Olympic Games are hold? [3; 301]

The process of scientific research consists of the following stages: observation, classification, generalization and verification. Observation is the collection of data. Classification is the orderly arrangement of these data. Generalization is the formulation of a hypothesis, rule or law. Verification seeks the proof for the generalization. Various methods of lexicological research are used for classification, generalization and verification: contrastive analysis, statistical methods of analysis, Immediate Constituents analysis, distributional analysis, transformational analysis, componential analysis. Terminological systems are sharply defined. Terms are words or word-groups that name notions of a special field of Knowledge, industry or culture.

It is essential to have to analyze what is word. First, the word is a unit of speech which, as such, serves the purposes of human communication. Thus, the word can be defined as a unit of communication. Secondly, the word can be perceived as the total of the sounds which comprise it. Third, the word, viewed structurally, possesses several characteristics. The modern approach to word studies is based on distinguishing between the external and the internal structures of the word.

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