

THE METHODOLOGY FOR USING INTERACTIVE FORMS IN TEACHING VOCABULARY TO ESP LEARNERS

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Annotation: This article discusses the unique challenges of teaching vocabulary to English for Specific Purposes (ESP) learners, emphasizing the importance of interactive learning methods. Strategies such as collaborative tasks, vocabulary games, role-playing, and technology integration enhance engagement and retention, preparing students for effective communication in their professional fields.

Keywords: ESP, vocabulary acquisition, interactive learning, collaborative tasks, role-playing, technology integration.

Teaching vocabulary to English for Specific Purposes (ESP) learners presents unique challenges due to the specialized nature of the language required in various professional fields. Interactive forms of learning have emerged as effective methods to enhance vocabulary acquisition among ESP learners. ESP learners come from diverse professional backgrounds and require language skills tailored to their fields, such as business, medicine, engineering, or law. According to Dudley-Evans and St. John (1998), ESP is designed to meet the specific needs of learners, making it essential to implement methodologies that engage them actively in the learning process.

Vocabulary knowledge is crucial for ESP learners, as it directly impacts their ability to understand and communicate in their specific fields, such as business, engineering, or medicine. As Nation (2001) emphasizes, a robust vocabulary enables learners to comprehend complex texts and participate effectively in professional contexts. Interactive forms of learning involve active participation from students, fostering engagement and deeper understanding. These methods can include collaborative tasks, games, role-playing, and technology-enhanced activities. According to Fisher and Frey (2004), such interactions not only enhance vocabulary retention but also improve overall language skills.

In order to effectively use interactive forms in vocabulary instruction for ESP learners, the following strategies can be employed:

- Collaborative learning strategy: Group activities that require students to work together to solve problems or create projects can enhance vocabulary learning. For example, students in a business English class might work in groups to develop a marketing plan, using specific vocabulary related to marketing strategies (Vacca & Vacca, 1999).
- Vocabulary games strategy: Incorporating games into vocabulary lessons can make learning enjoyable and memorable. Games like "Vocabulary Bingo" or "Word Jumble" can reinforce specific terms and concepts while encouraging competition and cooperation among students (Wright, 2006).
- Role-playing strategy: This method allows students to practice vocabulary in context. For instance, medical ESP learners could role-play doctor-patient scenarios, using relevant medical terminology in realistic situations. This

approach helps contextualize vocabulary, making it more applicable and easier to remember (Gardner, 2006).

- Technology integration strategy: Using digital tools and resources, such as interactive quizzes and vocabulary-building apps, can enhance learning experiences. Platforms like Kahoot or Quizlet allow for immediate feedback and can engage students in competitive learning (Alverson, 2015).

Effective vocabulary teaching requires that words are presented in context. Nation (2001) suggests that contextualized learning helps students infer meanings and understand how vocabulary fits into real-world applications. By incorporating authentic materials such as industry reports, case studies, or professional articles, instructors can provide a rich context for vocabulary acquisition.

Moreover assessment plays a vital role too in understanding how well students are acquiring vocabulary. Formative assessments, such as peer reviews and self-assessments, can provide insights into students' understanding and application of new terms. Additionally, using portfolios to track vocabulary progress can motivate learners and demonstrate their achievements (Fisher & Frey, 2004).

Incorporating interactive forms of learning into vocabulary instruction for ESP learners significantly enhances engagement, comprehension, and retention. By utilizing strategies such as collaborative learning, vocabulary games, role-playing, and technology integration, educators can create dynamic and effective learning environments. As vocabulary is a cornerstone of effective communication in specific fields, these methodologies not only support language acquisition but also prepare students for real-world professional interactions and the demand for specialized language skills continues to grow, adopting these interactive methodologies will ensure that learners are well-equipped to navigate their professional fields.

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