**“Without grammar very little can be**

**conveyed, without vocabulary nothing**

**can be conveyed.”** David Wilkings

The most important while working with students-to create the best conditions to find gifted and talented kids, to form a kind personality and to create conditions in order to form free formation of personal position. During the lesson teacher has to create condition to master the English language to use all its benefits and means of communication in the language practice.

Knowledge of any foreign language is associated with knowledge of words while mastering a language with vocabulary skills which provide the functioning of lexis in communicating. Therefore, vocabulary skills should be considered as the most important and integral component in the contest of teaching a foreign language.

A word is a more complex phenomenon than at first it might appear. Words have different functions, some carrying mainly grammatical meaning, while others bear a greater informational load; the same word can have a variety of forms; words can be added to, or combined, to form new words; they can group together to form units that behave as if they were single words; different words may share similar meanings, or may have opposite meanings; words may look or sound the same but have quite different meanings. If you spend most of your tome studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost everything with words!

The advent of the communicative approach in the 1970s set the stage for a major re-think of the role of vocabulary. The communicative value of a core vocabulary has always been recognized, particularly for tourists. A phrase book or dictionary provides more communicative mileage than a grammar-in the short term at least. Recognition of the meaning-making potential of words meant that vocabulary become a learning objective in its own right. While vocabulary is largely a collection of items, grammar is a system of rules. At the most basic level, knowing a word involves knowing:

**-its form**

**-its meaning**

How many words does a learner need to know? A further major difference between first and second language vocabulary learning is in the potentional size of the lexicon in each case. An educated native speaker will probably have a vocabulary of around 20000 words. This is the result of adding about a 1000 words a year to the 5000 he or she had acquired by the age of five. An English dictionary includes many more: e.g. **Oxford English Dictionary** contains half a million entries. Most adult second language learners will be lucky to have acquired 5000 words families even after several years of study. The minimum or threshold level of L2 (second language learner) is 2000words. Most researchers nowadays recommend a basic vocabulary of at least 3000 word families, while for more specialized needs, a working vocabulary of over 5000 word families is probably desirable.

Learning and memorizing new lexis, we know that different people have different sorts of memory. Some students can learn new words and vocabulary units very quickly as well as forget them rather quickly, while others needs more time to memorize them but they remember them once and forever. Thus, researchers distinguish the following system of memory:

-the short-term store;

-working memory;

-long-term memory.

This fact helps to deal with my pupils taking into consideration their own kind of memory. Many cognitive tasks such as reasoning, learning and understanding depend on working memory. It can be thought of as a kind of work bench, where information is first placed, studied and moved about before being filed away for later retrieval. This information that is being manipulated can come from external sources via the senses, or it can be “downloaded” from the long-term memory. Long-term memory can be thought of as a kind of filing system, which has an enormous capacity and its contests are durable over time.

Traditionally, the presentation of new language items would swiftly be followed by the practice of these items. This practice would take the form of some of kind of **oral repetition**, such as a **drill.** It underlines the popular belief that ‘practice makes perfect’. It makes all kids work simultaneously, improve their pronunciation and at the same time memorize new items. But simply repeating newly learned words is no guarantee that they will move from the shorn-term memory store into permanent memory. New knowledge needs to be integrated into existing knowledge, -i.e. the learner’s existing network of word associations or what we call the **mental lexicon**. New words need to be placed in **working memory** and subjected to different operations. Such operations might include:

-being taken apart and put back together again;

-being compared, combined, matched, sorted, visualized and re-shuffled;

-being repeatedly filed away and recalled.

There are many different kinds of tasks that teachers can set learners in order to help move words into long-term memory. Tasks in which learners make decisions about words can be divided into the following types:

-identifying

-selecting

-matching

-sorting

-ranking and sequencing.

Teaching vocabulary I advice my collegues to follow some necessary rules:

1. Make a list of the new words you want to teach. Make sure they are right for your students' level: neither too difficult, nor too easy.
2. Prepare the words' meanings as well as some pictures/illustrations for the lesson.
3. Prepare some games with the new words (see below).
4. Go over the new words with your students, and see that they get them.
5. Play some games with the new words. For example: flashcards, playing cards, etc. You can use or invent whatever games you like.
6. Read a story/stories with the new words. The more those words repeat in the text, the better. Make sure the stories do not contain hard words that the students do not know yet.
7. After that, make some more activities.   
   Do exercises, questions, and so forth, to further practice the new words.
8. On the next lesson, study some new words, but don't forget the "old" ones! They do require repeating.

Result of an English teacher’s work is like a long-ripping fruit, it can be seen, heard and expected only after several years of hard work and persistence. Here is the list of the most successful pupils who really have profound knowledge of English.

**FLEX alumni:**

Kateryna Polishchuk-2007-2008

Victoriia Dilna-2008-2009

Yulia Nikolaichuk-2008-2009

Yuriy Bondarchuk-2014-2015

Victoria Vaydych-2015-2016

**Pupils who got the first, the second and the third places at the District English Olympiad:**

2015-2016---1place-3pupils

3place-4pupils

2014-2015---1place-2pupils

2place-2pupils

3place-2pupils

2013-2014---1place-2pupils

2place-3pupils

2012-2013---1place-2pupils

2place-2pupils

3place-3pupils

**Regional English Olympiad:**

2014-2015---3place-1pupil

2013-2014---2place-1pupil

2012-2013---3place-1pupil