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Abstract. *Recycling is a vital part of the consolidation of learning. It involves a variety of course and course book structures. The main objective of this study is to identify the most practical solutions from experienced and qualified teachers on lexical object processing to teach and necessary words. It is the transformation of traditional patterns from grammar to vocabulary in language teaching. The main point of this article is to emphasize the importance of processing for ELT and ELL.*

Key words: *recycling, consolidation of learning, lexical object, transformation of traditional patterns, experienced and qualified teachers, the importance of processing for ELT and ELL.*

INTRODUCTION

Processing is a language practice that learners have seen and used before. The recycling language is reworked through different contexts or different skills. This method encourages students to expand their use of something new. These days, more and more educators perform "mingle" activation to process language. The teacher provides examples of the new language through reading or listening throughout the lesson. In addition, they take control of students' oral and written exercise. Each task can take several minutes. Each repetition gives students the opportunity to strengthen and develop their memory.

The concept of recycling language refers to the practice of revisiting and reusing previously taught vocabulary, phrases, or structures in language learning and teaching. It involves incorporating repetition and reinforcement of language items to deepen learners' understanding and retention.

There are several pedagogical benefits of recycling language in language learning:

1. Consolidation of knowledge: By revisiting previously learned language, learners have opportunities to consolidate their understanding and internalize the language items more effectively. Repetition helps reinforce memory and solidify linguistic knowledge.
2. Review and reinforcement: Regular recycling of language allows learners to review and reinforce what they have learned. Language learning is a gradual process, and revisiting previously taught material helps prevent forgetting and strengthens knowledge retention.

3. Improved fluency: Recycling language provides learners with additional practice opportunities. As learners encounter familiar language in different contexts, they can develop their fluency and become more confident in using the language naturally.

4. Expansion of language competence: Recycling language allows for the application of learned vocabulary and structures in different communicative situations. This promotes the development of communicative competence, enabling learners to express themselves more accurately and confidently.

5. Enhanced language connections: Recycling language helps learners make connections between different language items, such as vocabulary, grammar structures, and idiomatic expressions. This helps build a stronger foundation for understanding and using the language effectively.

The majority of students have a tendency to recycle the language realizing its advantages. Using and setting a new technique serves to introduce recycled phrase. The students have an opportunity to make use of the variety of new objects by doing this. Reusing the language helps to reinforced of language. Structures for courses and course books frequently feature it. By altering the skill work a class completes, teachers can seek for opportunities to recycle new language. Our belief is that utilizing the same language in a variety of tasks is the greatest method to incorporate possibilities for recycling inside courses. This is simple when using the PPP paradigm (Presentation - Practice - Production), since you give instances of new language by reading or listening, practice it through carefully graded oral and written activities, and then reuse it in free writing, maybe as a homework assignment. In a following class, we may revisit the same language and perhaps add a little more, either by utilizing the same exercises again or by creating new ones. The assignments listed below can be used to introduce and practice the past tense in a single session or a series of lessons. Each task could just take a short while. Even when the specific task varies, we will see how the same language is repeated.

METHOD AND METHODOLOGY

It is true that the human brain is extremely complex. If students repeat the words, they will enhance their mind. As a result, their brain will produce long-term memories of the sounds, language, and structures that can serve as the foundation for independent usage in the future. Well-planned course provides students with chance recycling language. This approach serves to revise vocabulary and grammar which are forgotten by students, developing their knowledge and experience in terms of spiral curriculum approach found in many textbooks.

For improving out this method, you need to practice with the students by doing a variety of activities in the classroom. For instance, for revising the past simple tense you may ask students what they did over the weekend in order to strengthen their knowledge and memory. The foundation of recycling lexical elements depends on the Lexical approach to English Language teaching (ELT). Highlighting the value of recycling for ELT and English language learning (ELL) is a primary goal of this article.

Furthermore, more and more scientists have carried out a lot of researches in terms of this method. According to Dave Willis, performing Task-based learning or running dictation can be example for recycling language in the classroom. This is a crucial technique for the introduction of new vocabulary.

Lewis (1997) notes the unwilling attitude of teachers to recycle vocabulary and lexis appropriately in the following words "Doing the same thing twice is still widely considered time-wasting and potentially boring". Lewis implicitly put forward a very important point here that although recycling and repeating is at the heart of language teaching and learning process in lexical approach but this must be achieved in a way that is interesting, engaging, and refreshing. There should be variety of activities and exercises to practice the learnt chunk in novel ways. Memorization and monotonous repetition should be avoided in recycling while teaching a course book.

RESEARCH RESULTS

Due to proven fact that by re-introducing a different context, or a different skill can make of using recycled language. This provides the learners with extending their range of use of the new item.

"Recycling" and "repetition" words are utilized in case of replacement in the context. Recycling need to be carried out meaningful process such as rejuvenating, re-teaching and relearning. For example, using various activities like a snowball gives the students chance to be corrected, expanded, and enhanced vocabulary seen previously. Recycling serves the students to improve all types of skills such as writing, reading, and grammar. For example, writing book reviews might aid with vocabulary recycling because students will seek to replicate terminology learnt before in the writing activity. Furthermore, testing might be viewed as a means of encouraging pupils to reread language. Due to these facts that learners can improve not only their receptive skills but also their productive skills.

According to Tomiyama, "Learners' production competence in the lexicon was initially forgotten while their receptive skill was immune". As a result, there should be more activities that emphasize the usefulness of vocabulary knowledge.

DISCUSSION

Ultimately, a number of approaches related to recycling lead to decrease vocabulary attrition. The best way of building recycling opportunities within lessons is by using the same language in different, varied activities, using the PPP model (Presentation - Practice - Production). For example, teacher can provide the students with examples concerning listening or reading as well as practice the though controlled oral and written exercises. Every repetition gives the students' brains more chance to form long term memories of sounds, vocabulary and structures which can form the basis of independent use at a later time.

Recycling language allow the students to build in numerous opportunities by consisting a well-planned course. Using a variety of activities serves to increase recycling language. "Word bag" envelope, "Jigsaw", "Quick fire quiz" can be example for recycling

language. English teachers should encourage their students to do these activities during the lesson.

“Word bag” envelope: Another approach to have quick access to the terms that have come up in your lessons, aside from urging your students to keep a tidy vocabulary book of some form, is to make a "word bag" for each of your groups. Two sizable envelopes and some card strip are all that are required. Write "Blank word cards" on one envelope and "Class word bag" on the other. Put several little card strips that have been cut into strips in the envelope labeled "Blank word cards." Choose a student from each class to manage the "word bag." He or she is in charge of writing all the new vocabulary on unique blank word cards and placing them in the class word bag envelope after receiving the envelopes at the start of the lesson. If your group can't do this, you can be in charge of putting the words in the bag after each lesson. It would be simpler for you to keep track of the bag if you can keep the envelopes in the class where you teach, fastened on a notice board or in a secure location. You'll have a solid assortment of words in the word bag after a few classes. Here are some exercises for recycling vocabulary while utilizing the word bag. They can be used as a warm-up at the start of a class or in the final five minutes.

CONCLUSION

This article argues that there is converging evidence for the pedagogical value of planning, repeating, and recycling activities in the language classroom. Recycling is practicing language that learners have seen previously. The recycled language will be re-introduced in a different context, or through a different skill. This helps the student extend their range of use of the new item. Recycling or revising language is considered the most important factor of consolidating language. According to my experience, students have been gaining a lot of outcomes by using recycling language during the lesson. Moreover, the pedagogical value of recycling language lies in its ability to consolidate knowledge, review and reinforce learning, improve fluency, expand language competence, and facilitate the understanding of language connections. By incorporating regular language recycling activities into language teaching, educators can enhance learners' language acquisition and proficiency.

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