



THE IMPORTANCE OF TEACHING VOCABULARY

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Abstract: *The article focuses on the importance and benefits of teaching vocabulary to acquire a new language. The goal of this article is to motivate language learners to learn vocabulary as a part of full learning process although it is often taught as a separate skill from other skills.*

Key words: *vocabulary, communication, comprehension, active vocabulary, expressive vocabulary*

When we start learning vocabulary

Learning a foreign language is one of the most intellectually demanding tasks that learners may face. By the age of ten, children have absorbed the majority of a language's grammar. People, on the other hand, continue to learn new words throughout their lives. The extension and enrichment of vocabulary is something that spans a lifetime (Nagy et al., 2008); Vocabulary learning is a continual process of encountering new words in meaningful and comprehensible contexts (Harmon et al., 2009). No effective communication can be performed without the facilitation of vocabulary, regardless of how much grammatical or other types of linguistic information is offered. With limited help from other linguistic characteristics, vocabulary can have a significant quantity of essential communication. Vocabulary is the most difficult challenge for learners because it accounts for the majority of a language's meaning.

Vocabulary Definition & Meaning

Many authors use similar word meanings. Vocabulary, according to Hubbard, is a potent transporter of meaning. Furthermore, according to Diamond and Gutlohn, vocabulary is the knowledge of words and their meanings. This indicates that comprehension and usage of a language cannot be attained without first creating a robust vocabulary basis. Furthermore, the learner should be able to recognize words and understand their meanings. Thus, a learner has knowledge and understanding of a term when she or he is able to recognize and use it in various situations, as well as speak, write, and pronounce it correctly.

Some authors, on the other hand, advocate for more complicated vocabulary definitions. According to Nation , vocabulary knowledge entails knowing a term in the spoken language. He also states that vocabulary acquisition entails understanding a word in its spoken form, which can be recognized and comprehended in and out of circumstances rather than presumed at. Furthermore, according to Henriksen , vocabulary knowledge is frequently defined as precise comprehension, which is implemented as the capacity to interpret lexical items into the first language, the skill to locate the proper definition in a multiple-choice task, or the ability to offer a target language para. This indicates that vocabulary learning necessitates the capabilities to respond to words without having to



think about them. The words simply pop into students' heads, ready to be employed in a natural and efficient manner.

The importance of vocabulary in acquisition of the language

Students react differently to different definitions of words even in a multiple choice task, and they understand precisely what the words to be interpreted mean. As a result, when learners know a term, they don't have to spend much time thinking about it; all they have to do is use it naturally and effectively. In short, what the above definitions of vocabulary have in common is that vocabulary knowledge necessitates not only the understanding of word meanings, but also the use of words in the acceptable frame of reference and in a natural way, as well as the connection between recently acquired words and previously acquired words. Thus, teachers should employ tactics that teach the definition of words in contexts, support students in associating different vocabulary with prior knowledge, and assist students in memorizing word meanings.

Listening and reading proficiency, as well as speaking and writing fluency, are all dependent on a thorough understanding of word definitions and the capacity to obtain that knowledge quickly. As a result, pupils benefit from having an appropriate vocabulary. Vocabulary acquisition is at the core of linguistic ability and usage. Berns (1984) also claims that pupils must have appropriate word knowledge in order to understand a text correctly. This means that the number of words a person knows in a language affects their ability to understand it.

In order to comprehend what is read, students must also have appropriate word knowledge. Students can only comprehend a writer's purpose if they are familiar with the meanings of the majority of the terms used in the literature. Nonetheless, according to Nation (2001), readers must be familiar with at least 97 percent of a text's words in order to fully comprehend it. Without comprehending the important vocabulary in a book, a student may struggle to grasp the message; in other words, word knowledge is essential to reading and comprehension and influences how well pupils will understand the texts they read. Furthermore, vocabulary assists students in their language creation. The more vocabulary a pupil knows, the more precisely he or she may convey the exact message he or she desires. According to this viewpoint, pupils must be familiar with a great range of word definitions in order to interact successfully. Similarly, vocabulary is utilized to assess a student's speaking ability. This is to suggest that a student's vocabulary is a critical factor in determining how well he or she can interact. In order to communicate successfully, pupils must overcome their lack of language knowledge. Language teachers should emphasize on appropriate vocabulary training to assist students expand their linguistic competence so that they can communicate effectively. The emphasis of the training, however, was not necessarily on the vocabulary. Although vocabulary education was not given enough emphasis in the language teaching/learning, process vocabulary training has gotten a bad rap in the past.

Vocabulary training has historically been underestimated, and teachers have paid little attention to strategies that can assist kids learn vocabulary. Vocabulary was once regarded a "neglected aspect" of the language learning process. Allen claims that in the ESL



classroom, vocabulary training has not received the prominence and emphasis it needs for many years. She claims that there was very little discussion in methodology classes about how to introduce meaning of the words. Some technique experts appeared to assume that because the meanings of words can not be fully taught, it was best not to attempt [2, 23].

Many teachers have realized that teaching language is not an easy task. In fact, this viewpoint is right in the sense that vocabulary knowledge entails more than simply showing that a term in one language has the same meaning in another. Much more needs to be learnt, and many teachers are hesitant to introduce terminology into the classroom. As a result, experts concluded that it was preferable not to teach language at all. The four language skills of listening, reading, speaking, and writing are all based on vocabulary. One of the most key aspects of communicative competence is lexical competence.

In addition, the exercises must "(a) support trying new words to prior experience and background information, (b) offer a personally contextual relevance for employing new vocabulary, and (c) offer frequent practice possibilities" in designed to allow students build a strong command of words. Mastery of vocabulary has a big impact on comprehension. Their connection has been scientifically proven. Students' vocabulary knowledge is linked to their reading comprehension. Vocabulary has been acknowledged as a key factor of reading achievement. Most teachers do not devote enough time and energy to introducing various terms, and they do not use effective strategies to do so.

In most cases, teachers just explain vocabulary and offer relevant activities. Teachers are found to rarely provide sophisticated and diverse exercises to help pupils learn new terms. When the words reflect new or complicated concepts rather than recognized or simple ones, it is unlikely to acquire them by accident from contexts. Acquiring vocabulary from natural situations isn't always as effective as learning vocabulary through direct instruction, especially when the definitions of certain words must be learnt over time. Waiting for pupils to meet new vocabulary via normal reading and afterwards memorizing one word out of twenty is ineffective. Understanding words from contexts while reading has an impact on vocabulary acquisition. Reading on a constant schedule is, without a doubt, one of the most effective strategies to improve vocabulary.

Learners' academic achievement depends on their ability to understand words and their meanings. Knowledge is described as an awareness of how a term fits into the context, not just a definition. Word knowledge can be obtained through vocabulary development, such as listening and reading, and active or expressive vocabulary, such as speaking and writing. Because the English language contains around 600,000-800,000 words, mastering new words is a continuous process. The usual first-grader has roughly 6,000 words of spoken language at the start of the year. Every year, students will study an additional 3,000 words. As a result, some words will demand more instruction than others.

Conclusion

This article looked at vocabulary as an essential ability for comprehending what you're listening and reading. Teaching a pupil to read and comprehend text is one of the most important abilities that teachers will be required to teach in the primary level. Vocabulary comprehension is a lifelong process that culminates in teachers' capacity to



teach students how to examine and evaluate what they've learned. Students will struggle to understand any material if they do not understand the meaning of the words they are reading. For many students, a shortage of vocabulary knowledge may be the cause of their inability to obtain the meaning of the words.

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