

VOCABULARY. THE IMPORTANCE OF VOCABULARY. TEACHING AND LEARNING OF VOCABULARY .

Nizomova Zebiniso Rustamjon kizi

Student of Andijan State Foreign Language Institute

zebiniso503@gmail.com

99 055 62 86 33 698 05 75

Over the last decades or so foreign language learning and teaching have been swayed by main and subsidiary skills. Main skills are vocabulary, speaking, reading and listening. Rest of the skills are considered as a subsidiary skills. In learning any language all skills are essential ones. But if you do not know meaning of any words it is not likely to achieve any progress not only in learning a language, but in developing other skills too. The skill based approach views vocabulary as one of the main skills. It also holds that vocabulary involves many micro skills such as : pronunciation, spelling, word structure and others. In contrast the whole language approach views vocabulary as word meaning within the context meaning which more than the sum of individual words.

This article briefly explains what is a vocabulary and enumerates the importance of vocabulary in learning language. It also provides some ideas on teaching and learning of vocabulary.

There are many definitions of vocabulary. Everyone has their own ideas and concepts not only according to vocabulary, but all kind of things too.

Vocabulary is a list of words including their meanings and it is used to express our ideas and feeling by communicating it in a language. Moreover vocabulary is an important focus of literacy teaching and refers to the knowledge or words, including their structure(morphology), use(grammar),meanings (semantics),and links to the other words(word/semantic relationships). According to Hatch & Brown (2001:1) define that vocabulary as a list or set of words for a particular language or a list or set of words that individual speakers of language might use.

Vocabulary is a requisite for learning the main language skills. As Krashen points out "A large vocabulary is, of course, essential for mastery of a language. McGinnis and Smith also point out that "without words a student seldom can understand what is being communicated to him nor can be express his thoughts to others. In this respect , Pittelman and Heimlich also add that vocabulary knowledge is important in understanding both spoken and written language . They state:

It is not surprising that vocabulary knowledge, or knowledge of word meanings, is critical to reading comprehension. In order for children to understand what they are reading, they must know the meanings of the words they encounter. Children with limited vocabulary knowledge will experience difficulty comprehending both oral and written text. The importance of vocabulary to general academic achievement has also

been recognized by Zientarski and Pottorff . They claim that students who "possess larger vocabularies tend to achieve greater success in their content courses". In support of this, Anderson and Freebody reported a strong relationship between vocabulary and academic performance. The role vocabulary plays in listening comprehension has also been emphasized by Mecarty who found that lexical knowledge is significantly related to listening comprehension.

In normal language use, words do not occur by themselves or in isolated sentences but as integrated elements of whole texts and discourse. They belong in specific conversations, jokes, stories, letters, textbooks, legal proceedings, newspaper advertisements and so on. And the way that we interpret a word is significantly influenced by the context in which it occurs. Nagy and Anderson add that the sheer number of words a teacher has to teach casts serious doubt on the utility of direct vocabulary instruction.

In whole language classrooms, learners unconsciously acquire vocabulary through exposure to oral and written language. The major criticism of this approach is that a mere exposure to oral and written language may not necessarily facilitate vocabulary learning for several reasons. The first reason, as Jenkins and Dixon note, is that "when encountering a novel word in a context, the reader or listener may not recognize the situation as a vocabulary learning opportunity". A second reason is that students may shift their attention away from passage segments containing difficult words (Anderson and Freebody). A third reason is that context does not always provide enough clues to word meaning because writers write to transmit ideas, not to define words (Beck et al., 1983; Schatz and Baldwin, 1986; Sinatra and Dowd, 1991). A fourth reason is that FL students' low proficiency may not permit acquiring words from context. It seems, therefore, that incidental learning of vocabulary from context may take place but not to the degree needed to explain large additions to 6students' vocabulary stores.

In skills-based classrooms, vocabulary is taught as individualized, decontextualized items. The techniques consistent with this perspective include structural analysis, morphological analysis and definitions. The exercises associated with these techniques synthesized from a number of sources include the following;

number of sources, include the following:

- (1) Analyzing words into units of meaning, i.e., base words, affixes and inflections,
- (2) Dividing compound words into free and bound morphemes, morphemes that can stand alone and morphemes that cannot,
- (3) Adding suffixes and prefixes to root words to make as many new words as possible,
- (4) Adding affixes to words to make ones that agree with the given definitions, e. g, uninteresting =not interesting, joyful=full of joy.

Many researchs indicate that vocabulary is the main part of the learning language, key to communicating with others and expressing ideas, thoughts clear as a crystal. It is

absolutely impossible to understand or explain something if you are not aware of any word from a language that you are learning. Furthermore without any vocabulary it is not possible to learn a language.

The results of the above studies provides evidence in support of the view that direct instruction and contextual learning can add significantly to the vocabulary of students of all ability levels. In support of this view and from their survey of research dealing with the conditions of vocabulary learning, McKeown and Back concluded, “No one method has been shown to be consistently superior and there is advantages from methods that use a variety of techniques”.

LITERATURES:

1. Krashen, S. D. (1984). *Writing: Research, Theory and Applications*. Torrance, CA: Laredo Publishing Co., Inc. -----.(1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *Modern Language Journal*.
2. McGinnis, D and Smith, D(1982) *Analyzing and Treating Reading Problems*: New York Macmillan.
3. Pittelman, S. and Heimlich, J. (1991). Teaching vocabulary. In Bernard L. Hayes (Ed.), *Effective Strategies for Teaching Reading*.
4. Zientarski, D. P. and Pottorff, D. D. (1994). Reading aloud to low achieving secondary students. *Reading Horizons*, 35(1), 44-51.
5. Anderson, R. and Freebody, P. (1981). Vocabulary knowledge. In John T. Guthrie (Ed.), *Comprehension and Teaching: Research Reviews*. Newark, DE: International Reading Association.
6. Mecartty, F. (1995). Lexical and grammatical knowledge in second language reading and listening. *DAI*, 55(9), 2814A.
7. Nagy, W. and Anderson, R. (1984). How many words are there in printed school English *Reading Research Quarterly*, 19, 303-330.
8. Jenkins, J and Dixon, R (1983). Vocabulary learning. *Contemporary Educational Psychology*.