

## IMPORTANCE OF VOCABULARY IN TEACHING THE ENGLISH LANGUAGE IN MODERN CURRICULUM

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**Annotation:** *This article presents the effectiveness of the use of electronic dictionaries in the study of foreign languages and its prospects in our country.*

**Keywords:** *electronic dictionary, method, efficiency, mobility, methodology.*

Currently, in every educational institution of Uzbekistan, English is taught on the basis of modern educational standards and advanced pedagogical technologies. Over the past few decades, Uzbekistan has clearly distinguished itself by the process of integration of the educational system. Its specific objectives are as follows: to develop the international competitiveness of educational institutions and their graduates, to develop cooperation to ensure their quality in order to develop comparable criteria and methodologies, to identify the main role in the labor market in the process of social mobility and cooperation of teachers and students in different countries, to respond to the problems of Decree of the president of the Republic of Uzbekistan Shavkat Mirziyoyev dated July 27, 3775 "on additional measures to improve the quality of education in higher educational institutions and ensure their active participation in large-scale reforms carried out in our country" (PR-2017) serves as an important guide for such actions. Resolution of the president of the Republic of Uzbekistan. "On measures to bring the stimulation of the study of foreign languages in the Republic of Uzbekistan to a qualitatively new level" carries out the QA № PP-5117. The main goal of the decision is to develop Foreign Language Teaching as a priority of educational policy, radically improve the quality of education in this area, attract qualified teachers and increase public interest in learning foreign languages.

Innovative approaches to the practice of learning a foreign language, in particular, English, which is the leading means of international communication in the world, as well as development, which meets the needs of language learners, are envisaged to be applied to personality-oriented educational technologies.

Training of qualified personnel on the basis of an innovative cluster of pedagogical education in the study of the English language according to international standards is the main requirement of the time.

Vocabulary skill is often considered as a critical aspect of foreign language learners as limited vocabulary in a second language, impedes successful communication. Considering the importance of vocabulary acquisition, Schmitt (2000) emphasizes that lexical knowledge is central to communicative competence and to the acquisition of a second language. Nation (2001) then describes the correlation between vocabulary knowledge and language practice as complementary: The skill of vocabulary enables language use and conversely. Language use leads to an increase in vocabulary knowledge. The importance of vocabulary is demonstrated daily in and out of campuses. In classroom, the achieving

students possess the most sufficient vocabulary. Researchers such as Laufer and Nation (1997); Nation (2001; 2005); Maximo (2000); Read (2000; 2004); Gu (2003); Marion (2008); Susanto (2016); and Nation (2001) and others have realized that the acquisition of vocabulary is essential for successful foreign language use and plays an important role in the formation of complete spoken and written texts. Learning vocabulary items plays a vital role in all language skills (eg. listening, speaking, reading, and writing (Nation, 2001). Alqahtani (2015), furthermore, argued that the acquisition of an adequate vocabulary is essential for successful foreign language use because without an extensive vocabulary, a language learner will be unable to use the structures and functions we may have learned for comprehensible communication. Some research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for readers to overcome (e g., Nation, 2001; Alqahtani, 2015), Vocabulary has been discussed and divided into various types. Some are divided into two types: active and passive vocabulary. Gruneberg and Sykes (1991) distinguished the two types of vocabulary. The first type of vocabulary referred to the one that the students had been taught and that they were expected to be able to use. Meanwhile, the second one referred to the words which the students would recognize when they met them, but they would probably not be able to pronounce. Hatch and Brown (1995), indicated two kinds of vocabulary, namely as receptive vocabulary and productive vocabulary. Receptive vocabulary means words that learners recognize and understand when they are used in context, but which they cannot produce. The type of vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart, 2008). Meanwhile productive vocabulary is the words that the learners understand and are able to pronounce correctly and use constructively in speaking and writing. It consists of what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart, 2008). Vocabulary is crucial to be mastered by the learner in order to understand the language,. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. Hornby (1995) as cited in Alqahtani (2015) defined the mastery of vocabulary as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject. Vocabulary mastery refers to the great skill in processing words of a language (Susanto & Fazlinda, 2016). It is an individual achievement and possession (Alqahtani, 2015). Due to that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language. As in conclusion, vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interest needs and motivation. Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language (Susanto & Fazlinda, 2016).

Let's consider how the selection of lexical material takes place. The unit of selection of the lexical minimum is the word-value. According to Galskova N.D., vocabulary selection

is carried out on certain principles [Galskova, Gez 2008: 294]. Under the principles of selection, it is customary to understand the measuring signs and indicators on the basis of which the vocabulary is evaluated. By the nature of the signs and indicators, all the principles can be divided into three interrelated groups:

*Group I – statistical principles;*

They make it possible to determine quantitative characteristics vocabulary and highlight the words most often found in a particular language material. Include frequency and prevalence. Frequency is the total number of uses of a word in a single source or a set of sources. Prevalence is the number of sources in which this word has occurred at least once. Thus, the initial indicator is the use of the word, that is, the property of the word to occur in a certain number of sources with a certain frequency. The use of a word includes frequency and prevalence.

*Group II – linguistic principles.*

In the traditional methodology, the selection principles were developed in 1948 year under the guidance of L.V. Shcherba and I.V. Rakhmanov for secondary school. Dictionaries were compiled based on the principles. Three principles are basic, the rest are additional.

1) the principle of compatibility (the value of vocabulary depends on its ability to combine with other words);

2) the principle of stylistic limitlessness (selection of words not related to a narrow sphere of use);

3) the principle of semantic value (selection of the most common in literary and socio-political literature vocabulary);

4) the principle of word-formation value (the ability of words to form derived units and create prerequisites for lexical guess and independent semantics);

5) the principle of polysemy of words;

6) the principle of combat capability;

7) the principle of frequency.

These principles are still used, but the selection was made from written texts, not from oral communication.

*Group III – methodological principles.*

It focuses on the type of school, learning goals, the affiliation of words to topics fixed in the programs. This group also includes the principle of describing concepts [Ibid: 296]. Thus, it can be concluded that the selection of words requires the integrated use of all three groups of principles: statistical, linguistic and methodological.

When teaching lexical skills, it is also necessary to take into account the stages of work on lexical material. Phrasing is one of the ways to overcome the difficulty when the active vocabulary of students is reduced due to the transition of words into a passive vocabulary. The number of stages of formation of lexical skills varies from two to three. Thus, in the works of Shchukin A.N., there are characteristics of two stages of the formation of lexical skills: introduction (presentation) and activation of the development of "the ability to use words and phrases to construct statements, when perceiving messages, the use of

vocabulary in speech communication" [Shchukin 2012: 107]. But most often there is a selection of three stages of the formation of lexical skills. Gez N.I. believes that the main stages of the formation of lexical skills include familiarization, initial acquaintance, development of skills and abilities the use of vocabulary in various types of speech activity [Gez 1982:206]. Minyar-Beloruhev R.K. identifies such stages of the formation of lexical skills as familiarization, repetition, repetition and search [Minyar-Beloruhev 1999: 145]. As can be seen from the above, there is obvious unanimity of methodologists in determining the first stage of the formation of lexical skills (familiarization), which provides for work on the form of the word (pronunciation, spelling, grammatical and structural features), meaning and usage. In many ways, efficiency vocabulary assimilation is predetermined by the first or introductory stage.

While the idea that the bigger and better your vocabulary in a foreign language is, the better you will be in your foreign language seems obvious, it is worth asking what research evidence we have to demonstrate that this is in fact the case. There is now a quite extensive body of research evidence which supports this idea and even provides some information as to the scale of vocabulary needed for different levels of performance and even which words are required to attain the highest levels in the CEFR framework.

Table 1. Vocabulary range criteria from Council of Europe (2001, p. 112)

	VOCABULARY RANGE	QUANTITY OF WORDS
C2	Has a very good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms, shows awareness of connotative levels of meaning	4500-5000
C1	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	3750-4500
B2	Has a good range of vocabulary for matters connected to his or her field and most general topics. Can vary formulation to avoid repetition, but lexical gaps can still cause hesitation and circumlocution.	3250-3750
B1	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	2750-3750
A2	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary	1500-2500

	for coping with simple survival needs.	
A1	Has a basic vocabulary repertoire of isolated words and phrases s related to particular concrete situations.	1500

Teaching vocabulary is considered as one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. The use of online dictionaries is an important part of Education, develop skills to work with references and actively lexical and allows you to master grammatical competence. But this tool before trying, the teacher himself prepares a certain group of students taking into account the direction and specifics of training, basic of various electronic dictionaries to choose the most suitable source later must study the types and characteristics. foreign language. The most interesting and useful programs help to improve students ' skills in working with professional terminology gives and, in general, their education to learn foreign (English) language increases motivation.

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Vocabulary range criteria from Council of Europe (2001, p. 112)