

## THE IMPORTANCE OF VOCABULARY IN TEACHING ENGLISH

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**Annotation:** The significance of vocabulary, vocabulary teaching methodology, selection criteria for teaching and learning vocabulary resources, vocabulary depth and size, and vocabulary teaching principles were all found to be ambiguous. The goal of the current paper is to address these difficulties. The article explains the value of vocabulary in both teaching and learning English as well as the significance of methodical organisation. Depending on the type of speech activity that vocabulary instruction is meant to stimulate, it must be organised methodically. The article also discusses speech material, speech lexicon, written language, and listening language.

**Keywords:** speech, lexical side of listening, the lexicon of speech, lexical side of the written, lexicology, communication, active vocabulary, passive vocabulary, meaningful and clear words, context.

### Introduction

One of the most crucial abilities required for both teaching and studying a foreign language is vocabulary. It serves as the foundation for the development of all other abilities, including speaking, writing, spelling, pronunciation, listening comprehension, and reading comprehension. The primary instrument that students utilise to try to use English successfully is their vocabulary. Students will always need to use words while they are speaking with a native English speaker, watching a movie without subtitles, listening to a favourite English song, reading a text, or writing a message to a friend. This introduction chapter will focus on the following topics: the importance of vocabulary, the difficulties associated with words, the primary causes of pupils forgetting newly learnt words, and some strategies for helping them retain the vocabulary. Without vocabulary, nothing is possible.

Since words are the fundamental units of a language, expanding one's vocabulary is crucial. Students can express themselves more fully and confidently as their vocabulary grows. On the other hand, pupils' communication skills may suffer with a little vocabulary. Vocabulary instruction should involve more than just teaching words directly. Common techniques include word searches, crosswords, gap-fills, and vocabulary journals in which students define new terms. Although these have their place, other strategies, such as exposing students to the target word in context, may work better. Emphasising exercise that requires children to employ the target vocabulary through the productive abilities of writing and speaking is also beneficial. This provides deeper and more permanent acquisition.

### Methods

Communication is based on vocabulary. Communication in any form is the fundamental motivation for learning foreign languages that all individuals share. It's a two-way process that calls for mutual understanding and the capacity to code a message that someone wants to send to another person in a way that is both acceptable for the specific scenario and position of each participant and understandable to the recipient. Conversely, the individual ought to be able to

decipher a message that is being communicated to them by another. Proficiency in foreign language communication requires knowledge of language structures, vocabulary (single words and their meanings, collocations, phrases, phrasal verbs, etc.), and, most importantly, how to use them in the appropriate context for specific situations.

Speech material is highly crucial. Without the content, there can be no speech. Listening to English conversation and comprehending the meaning of previously acquired words will help you learn the language. The material will stay confusing and the speech's meaning will remain uncertain if the pupil is unable to understand the words or their meaning. The capacity to listen to and recognise lexicon is commonly employed while working on the lexical side of listening comprehension because it has its own unique characteristics and challenges.

Speech lexicon contains unique characteristics. A student cannot speak until they are aware of it; even if they are aware of the speech vocabulary, they should be able to substitute it. Communication is also hampered by the lexical aspect of reading. By examining each and every word, the student can learn what they need to know. Words must be known and understood in advance in order to comprehend their meaning and content.

Vocabulary instruction should align with the school's aims and objectives. A foreign language curriculum for students, students, and high school learners explains this. In a foreign language program, teaching lexical content is both a goal and a method of teaching speech actions. The new program establishes the lexical unit minimum for each class. It has 300 vocabulary units for fifth grade, 300 vocabulary units for sixth grade, 250 vocabulary units for seventh grade, 150 vocabulary units for eighth grade, and 100 vocabulary units for ninth grade. As required by the curriculum, the secondary school will teach a total of 1100 vocabulary units. Vocabulary numbers are also provided by the academic lyceum and vocational college curricula. The curriculum states that in order for students to understand, talk, and write, they must be able to apply the terminology in the various speech exercises.

### Literature review

Talking about the importance of vocabulary, the linguist David Wilkins argued that: "without grammar little can be conveyed, without vocabulary nothing can be conveyed." Indeed, in order to communicate in any language, humans must utilise words. The majority of students agree that expanding one's vocabulary is crucial. Throughout my teaching career, I have seen that pupils typically struggle to speak English fluently. Because they frequently employ the same phrases and expressions and their conversations are quickly cut off because of missing words, they typically view speaking and writing as tiresome occupations. And a lack of language is the primary cause of these communication issues. Another factor contributing to the lack of vocabulary is that other pupils struggle with forgetting words right away after the teacher has explained their meaning or after consulting a dictionary. The more words students learn, the easier they memorize them.

Lexicology vocabulary of up to 3,000,000 to 5,000,000. Older educated people know 6,000 to 10,000,000 words in their native language. However, they use between 1500 and 2,500 words in everyday life.

It is necessary to choose between restrictions and infinity. The choice was made by Ya.Kalensky in the 17th century with 800 words. Frequently used words in German, English and French were sorted. (1960). It contains 3,000 words and 1000 of them are active. Glossary words are selected based on the following principles:

The principle of attachment.

The principle of stylistic restraint

- Semantic Principle (Nagel, Bolsen)
- Meaningful and clear words
- The principle of word-making (the most meaningful words)

The principle of speech

- Frequently used words for high school students

### Discussion and results

Nowadays, there is more freedom in choosing the methods to be used during English classes. The English syllabus is organized around both vocabulary and grammar structures. Since there is a certain number of classes allotted for each item in the syllabus, teachers usually have the necessary time to insist on teaching and practicing vocabulary. Vocabulary is no longer treated as an add-on and teachers become more aware of the importance of vocabulary and attention is paid to the grammar of words, to collocations and to word frequency. Nevertheless, students still have difficulties in expressing themselves fluently and still consider speaking tasks exhausting. As one of the core aspects in learning language, the appropriate teaching of vocabulary is essential to the development and maintenance of a foreign language. Although the way vocabulary is used and taught in the classroom is a subject much debated by teachers of foreign language, this essay will highlight some of the ways vocabulary has been taught in the past, and ways that it can be incorporated and taught in the modern foreign language classroom.

The foundation of teaching a language is teaching vocabulary. A collection of learnt words and phrases is called vocabulary. Without learning the vocabulary, it is impossible to learn and become proficient in speech activities. It serves as content for speaking exercises.

Organising technique is the first step in teaching language. The type of speech action that vocabulary instruction is meant to stimulate determines how it should be organised methodically. Teaching lexical features of speech as well as creating, teaching, and automating lexical abilities are all part of the methodical organisation of vocabulary instruction. The vocabulary teaching methodology is displayed in the following table.

Methodical organization of vocabulary teaching

- Selection

Work on vocabulary

Allocation

➤ Methodological typology

Enter (explain, introduce, teach)

➤ Strengthening

➤ Mastering

Form. Meaning. Usage

The lexical components of speaking, listening, reading, and writing are taught in rather diverse ways. The type of speech activity determines how lexical aspects of speech are taught. As a result, the way vocabulary instruction is structured depends on the kind of speech exercise. However, it is an organisational methodology that includes lexical work, selection, distribution, and methodological typology. The only aspects of the work that will alter are its selection, typology, distribution, forms, types, quality, and substance. We need to consider the following challenges with methodical organisation: 1) amount of time spent teaching vocabulary; 2) age of the student; 3) training objectives; 4) training phase; 5) teacher training abilities; 6) challenges with the meaning of abstract or clear.

In addition to being employed independently, active vocabulary can also be used in synonyms, free and non-fluent word usage, and similar pronunciations. There are variances between Uzbek and English in terms of meaning and word combination, as well as differences in the way grammatical forms are utilised in the two languages.

In English, passive vocabulary refers to a syllable of words with several meanings and the usage of a single word in basic and auxiliary, direct and portable phrases. Methodological typology takes into consideration the similarities between the English and native words, even if they have different meanings, as well as the similarity in pronunciation of the language's words.

Students' vocabulary and potential challenges before assimilation can be identified and described by teachers (in some situations and in comparison with Uzbek). Following that, each technique will be taught how to choose the best approach or methods, techniques, and exercises. Because of this, each word's nature is considered, and learning time is limited. This holds true for every sort of word independently, without the need for a specific approach, route, or practice.

## Conclusion

In conclusion, educators must approach vocabulary as a long-term objective and continually recognise that learning new words might be a gradual process that calls for repetition. It is futile to just introduce new terms to pupils and expect them to learn their meanings by heart. Connecting newly learnt words to previously learnt language is crucial. Exposure to words must be meaningful, ongoing, and deliberate. Teachers should ultimately remember to be patient, attentive, and sympathetic in addition to attempting to implement vocabulary learning methods

that work. By separating and comparing English and Uzbek vocabulary, a systematic typology for the usage of meaning and form is provided.

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