

Teaching Vocabulary as the Most Important Component in Foreign Language Lessons

Islamova Tokhira Riksibayevna¹

¹ Senior teacher, “Teaching foreign languages” department, Tashkent State University of Economics

Abstract:

Nowadays, teaching vocabulary aims to enhance the quality of the educational process and the effectiveness of foreign language learning, with a particular emphasis on vocabulary acquisition, as it is a key element of speaking skills. In this article is discussed about teaching of vocabulary as the most important component in foreign language lessons.

Keywords: educational process, learning efficiency, vocabulary acquisition, active vocabulary minimum, receptive and reproductive, curriculum.

In the 20th century, advancements in linguistics, psychology, methodology, and didactics addressed several interconnected issues related to foreign language proficiency and mastery among students of varying ages and educational backgrounds. A significant challenge identified within school and university methodologies is the process of vocabulary acquisition, which remains inadequately understood. While some words and phrases can be easily memorized, others necessitate targeted exercises for effective mastery. However, through differentiated instruction, students can achieve a functional vocabulary minimum. Foreign language methodologists have established foundational teaching methods applicable to all forms of foreign language communication, highlighting several key theoretical principles that aid in developing diverse approaches for both active and passive language acquisition. They have also created dictionaries for secondary education, along with textbooks and curricula that categorize language material for both active and passive learning, emphasizing the importance of employing various types of exercises—both receptive and reproductive—in the teaching of spoken language.

The ability to recognize a word and understand its meaning is crucial not only in reading but also in speaking. For effective communication, one must be able to swiftly recall appropriate words and integrate them with others according to the context. This skill transcends mere knowledge of

vocabulary; it involves true mastery. Such proficiency is rooted in lexical skills. It is essential to emphasize that the ultimate objective should be the mastery of vocabulary rather than just familiarity with it. Consequently, it is more accurate to state that an individual should possess a sufficient number of words, irrespective of the specific speech activity in which those words are utilized.

Considering these points, it is evident that vocabulary constitutes a fundamental element of speech activity within the framework of language. This underscores its significant role in every foreign language lesson, with the development of lexical skills remaining a primary focus for educators. However, despite advancements in teaching both active and passive language skills, a comprehensive theory encompassing these two distinct aspects of language proficiency has yet to be established, nor have effective methods for achieving such proficiency in the learning process been developed. Thus, this issue remains pertinent today. Vocabulary, as a critical component of linguistic means, plays a vital role in all forms of speech activity, including listening, speaking, reading, and writing. This reinforces its importance in foreign language instruction, where the cultivation of lexical skills is consistently prioritized by teachers.

Vocabulary refers to the set of words within a specific language. The words utilized by an individual in both oral and written communication constitute their active vocabulary. A richer and more varied vocabulary facilitates easier language use. The primary aim of teaching lexical material is to enhance students' lexical skills, which are essential for both expressive and receptive forms of speech activity. There is a scale of proficiency in a foreign language for reception, production and interaction, which gives an idea of what younger students should be able to, starting to learn the language:

Receptive skills: Learn familiar words and basic phrases related to the environment.

Interaction skill: Interact in plain language, but communication depends on the strategy of repetition, paraphrasing and repetition; ask and answer simple questions; respond to simple statements in familiar areas.

Productive skills: Produce simple phrases and sentences about people and their location.

Lexical skills are characterized by greater awareness, which is manifested in the choice of words, in their combination with other words and depending on the purpose of communication.

Also, the language lexical skill is highlighted: operations on the analysis of words, word formation, construction of word combinations.

A number of reasons explains the increased attention to this aspect of foreign language speech:

- the content of the statement primarily depends on the degree of proficiency in vocabulary;
- the vocabulary to be learned is not homogeneous in its psychological, psycholinguistic characteristics;
- the acquired lexical minimum should be considered as basic (pivotal) vocabulary;
- skills in the use of linguistic units, material at the lexical level are an important component of such types of speech activities as listening, reading and speaking;
- there is a need to work on the systematization of previously studied lexical units.

From a methodological point of view, the complex process of mastering a foreign language vocabulary includes many components: presentation, explanation, various exercises for training and application, control over the process of formation and formation of lexical skills. The lexical rules play an important role in the development of mechanisms for the lexical design of an utterance. The complexity of the problem of lexical rules requires consideration of such factors as

the legitimacy of the selection of lexical rules, their content and organization in training. To solve the questions posed, units of the lexical minimum and units of learning are allocated, for which lexical rules are needed. According to V.L. Skalkina and N.V. Varezhkina "educational lexeme-semantic unit:

- is aimed at teaching and as such already contains the beginnings of a methodological typology;
- is focused on the speakers of another (specific) language and, therefore, takes into account the conceptual and semantic grid characteristic of a different linguistic society;
- by its nature it is already a selective unit, that is, a lexical unit passed through the "sieve" of elementary selection".

In terms of expression, an educational token-semantic unit can consist of one, two, three or more words, up to a sentence; can be a simple, complex, derivative, abbreviated and converted word. In terms of the content of the meaning, educational lexeme-semantic units are very heterogeneous: these are basic, additional, normative-direct, figurative-figurative, connotative, style-register, socio-areal, onomastic and other meanings. Selection principles are indicators of various functional characteristics of lexeme-semantic units. Their service function helps to highlight the principles of word-formation value and combat ability. The semantic function of educational lexical-semantic units is revealed due to the principles of semantic and thematic value, prevalence, stylistic unlimitedness and polysemy, compatibility and exclusion of synonyms. The correct choice of the method of semantization, selection of examples of use, highlighting differentiating features, training and practice, systematization and typology of educational lexeme-semantic units, that is, all methodically expedient actions and explanations, depends on how competently the teacher comprehends the features of each educational lexeme-semantic unit for the formation of lexical mechanisms. When determining the content and role, lexical rules, it is also necessary to take into account data on the formation and qualities of the corresponding foreign language from the position of an active approach to learning. In the interpretation of E.I. Passov, "a skill can be defined as an independent relative action in the system of conscious activity that has become this activity." Active lexical skill involves mastering a number of operations, such as transferring educational lexical-semantic units from long-term memory to operational memory, combining words in meaning and form according to certain schemes, replacing a free position and using them in oral and written forms of communication. Since the systems of concepts in different languages do not coincide, when studying a foreign language, it is necessary to learn a new system of concepts simultaneously with the form of a word, which always requires clarification, Academician Shcherba rightly asserts. Educational lexical-semantic units should be united by the term "lexical rule", and its constituent quanta according to the theory of P.Y. Galperin. The modern methodology considers it possible to classify all methods of translation and uninterrupted semantization of words into the category of lexical rules. The approach of I.F. Komkova, who believes that "these rules include the rules of word formation, semantic compatibility and stylistic rules." A special problem is presented by the rules of word formation, which researchers cannot "divide" between grammatical and lexical. Combination mechanisms are extremely important and rather complex: the semantic compatibility of units and the syntactic formulation of word combinations. The lexical meaning of nouns and their compatibility are inextricably linked due to a certain volume and specificity of the lexical meaning of words. The compatibility of lexemes is determined by the individual meaning of words, linguistic traditions and habits of the people. So, when working on a foreign language vocabulary, one has to overcome a complex of difficulties associated with the content, form, use of a word, the length of the synonymous row, take into account intra-lingual and inter-lingual interference, and much more.

The general requirements for lexical rules will be as follows:

- lexical rules include explications of a different nature and different levels;
- explanations are given in different ways for active lexical skills and for passive lexical skills;

- compulsory explication in the lexical rules are subject to the meaning of the word, form formation, levels of compatibility are presented, the use is demonstrated in examples;
- lexical rules are based on comparison-collation at the interlanguage and intra-language levels;
- lexical rules and their constituent explications are "deduced" together with the students
- heuristically;
- among the lexical rules, one should distinguish between rules-instructions for the recognition and use of single educational lexical-semantic units and rules-generalizations that systematize the features of certain groups of lexical units;
- lexical rules are presented in various formulas: in model phrases, in situational contexts or illustrations, in instructions for action, in algorithms.

All components of a lexical skill should be taken into account both when introducing lexical units and when forming the corresponding skill in the process of working with a dictionary, with text, lexical exercises, when activating vocabulary in a foreign language.

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