



THE IMPORTANCE OF TEACHING AND LEARNING VOCABULARY

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Annotation

A large amount of ESP research has repeatedly confirmed this vocabulary that teaching and learning is considered to be one of the most essential aspects of ESP development of four basic skills; actually it is a key component skill for the basis of the formation of general language knowledge. Vocabulary in ESP is very important as it helps students understand the language and ideas of their field. Vocabulary knowledge is one of the main requirements for successful communication in a professional environment.

Keywords: ESP, communication, second language learners, vocabulary, acquisition, communicative competence

Introduction

Vocabulary knowledge is frequently seen as a key skill for second language learners because a restricted vocabulary in a second language impedes successful communication. It's very important to have communication, as when you communicate with others the communication will be seen by everyone. For instance, when two people are having communication it's important to look at the usage of words that have been used, the correctness of using vocabulary while having communication. Vocabulary plays a big role for each aspect of a person's daily life. Underscoring the significance of vocabulary development, Lexical knowledge is essential to communicative competence and the acquisition of a second language, and the relationship between vocabulary knowledge and language use is described as complementary: knowledge of vocabulary enables language use, and language use leads to an increase in vocabulary knowledge. The value of language has been discussed in and out of school on a regular basis. In the classroom, the most capable pupils have the most extensive vocabulary; either the students use more or less words and vocabulary. Learning vocabulary items is essential in all language skills (listening, speaking, reading, and writing) in English as a second language (ESL) and English as a foreign language (EFL). Furthermore, they suggest that developing a large vocabulary is crucial for effective second language usage since we will be unable to





employ the structures and functions we have acquired for understandable communication if we do not have a large vocabulary. The main 4 skills will be interpreted into vocabulary because for each skill we can teach and develop the student potential in vocabulary. How they going to used it in terms where they don't just use it but understand the sequence that will happen during having conversation with others. According to research, second language readers rely greatly on vocabulary knowledge, and a lack of such information is the major and most difficult challenge for L2 readers to overcome. When we have a meaning or notion that we want to convey in production, we need to have a collection of words from which we may choose to express this meaning or concept. When students travel, they bring dictionaries rather than grammar books. Many scholars believe that vocabulary is one of the most important—if not the most important—components of learning a foreign language, and that foreign language curriculum should reflect this. Wilkins states that: “There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed” [Wilkins; 98]. There are few researchers indicates it difficult to teach vocabulary to students and can cause problems during the learning process, this is because teachers might not be confident about the best practice that they can use or should use to teach the students. Sometimes there will be time where the teachers indicate that, they are not sure where to start from the instructional emphasis on word learning. Teaching new words basically is learning a language as languages are based on words. It's not easy to learn a language without learning the words that can attract the conversation between two or more people. Nevertheless, most teachers and students thinks that acquisition of the vocabulary is a central factor in teaching a language.

Teaching vocabulary is one of the most debated aspects of teaching English as a second or foreign language. During the teaching and learning process takes place, problems might appear to the teachers because they have challenges in teaching students in a way to get a better feedback from the students. The achievement should be shown in each particular class been taught.

Teachers must ensure that learners understand the new vocabulary, which will be retained more effectively if introduced in a memorable manner. With all of this in mind, teachers must remember to use a range of approaches for presenting new vocabulary and revising it. In the literature, there are numerous techniques to vocabulary teaching and learning. Some people are more supportive of vocabulary acquisition that is deliberate, organized, and planned. Others take a vocabulary acquisition method, in which vocabulary is taken up automatically through linguistic





exposure. The first distinction is between "direct" and "indirect" vocabulary learning. Learners focus on vocabulary through activities, vocabulary lists, games, and so on in direct vocabulary acquisition. Direct learning, on the other hand, demands the student to focus on things other than vocabulary acquisition and acquire unfamiliar terms that are slightly outside their understanding. Foreign language learners cannot learn thousands of words by studying them deliberately; they must have picked up some of those terms unintentionally. That is, both direct and indirect learning appear to play a part in second language learning. Another contrast in vocabulary development revolves around context, as words do not appear on their own. In reality, the emphasis on context is connected to memory research: meaningful settings increase word retention over isolated lists of words since the former allows for deeper mental processing of words. However, proponents of decontextualized vocabulary acquisition dispute this contextualized approach to vocabulary learning. This strategy, which favors learning words out of context, contends that learning words in context is not always practicable or practical, because learning words just from context would need enormous amounts of time, which is frequently not accessible in second language learning scenarios. The same phenomenon is described by two additional terms: 'explicit (planned) learning' and 'incidental learning.'

Explicit learning is the deliberate study of words, as in direct learning; incidental learning is the acquisition of new words from exposure to the language when your emphasis is not on the vocabulary learning itself, as in indirect learning. It is worth noting that these learning techniques are not diametrically opposed, and that many academics and researchers believe they should be combined in the learning setting. For example, Barcroft does not believe it is appropriate to portray vocabulary development as wholly accidental or purely purposeful, as the following remark suggests: "Different types of vocabulary learning can be viewed along a continuum between highly incidental and highly intentional." Hulstijn shares this idea as well in terms of its pedagogical implications: "...from an educational point of view, incidental and intentional vocabulary learning should be treated as 'complementary' activities which both deserve to be practised." [Hulstijn:86].

Hulstijn further claims that words learned by accident are retained in memory without any conscious effort to recall them. Because learners are exposed to the same term numerous times through prolonged reading in second language acquisition, they acquire the words without making any conscious effort, and therefore incidentally-learned words become more long-lasting. Although the literature indicates that both implicit and explicit learning play a role, additional factors like as learners' competence level, urgent demands, and word frequency information determine the style of





vocabulary acquisition that is selected. Laufer, for example, claims that learners must know the threshold vocabulary in order to profit from extended reading. Beginner level pupils, in particular, must be intentionally taught at least 3.000 common word families to the point of automaticity so that they can begin learning vocabulary incidentally.

Nation recommends teaching language in the order of significance. He also advocates several forms of teaching/learning activities for different types of words and degrees of proficiency: purposeful teaching/learning activities for high-frequency vocabulary and accidental learning for low-frequency vocabulary. The most frequently used terms are critical and should be taught promptly without delay. However, the most common and useful techniques will be examined with the sub-titles of Visual Techniques, Verbal Explanations and Using Dictionary. These are some traditional techniques and may seem old-fashioned but can be very useful if effectively employed by the teacher.

There are many techniques that a teacher can find out and try to teach the students. In addition, the teachers can figure out on how to get a result which not only satisfy the teachers but towards the student's achievement too. Despite this, teachers can try several of methods to teach the students vocabulary where they will participate and achieve the goals. Because when the materials that been used is interesting and challenging for the students they will participate and try to get the correct answer of it. In other words, the students will feel happy and excited to learn new vocabulary in classroom. Despite this, teachers should know that the students are learning something new although it's been there for some time it's just that the teaching way wasn't really implemented in teaching vocabulary in a classroom. It's something new whereby before this they mostly learn the 4 skills and grammar, but now they need to learn vocabulary to increase their knowledge on using new words.

Todd points out that vocabulary is central to language teaching and learning. This implies that an explicit teaching and learning of vocabulary is essential especially when learning a new language is occurring and learners have to deal with unfamiliar vocabulary. Wallace adds that communication is only made possible through the vocabulary that one acquired. It is therefore obvious that the development of vocabulary skills must be carried out as a crucial part in learning a new language. It is worth noting that learners who are rich in vocabulary are expected to be able to express themselves more freely and confidently. Although there are many techniques to teach vocabulary, games are one of the vital techniques to teach vocabulary to students especially in secondary level. This thesis approved that game using technique is also a genuine technique to use vocabulary in primary level. It is not only used for teaching vocabulary but also other skills of language can be taught effectively through using games. Since, this thesis is based on the research work to find out the role of teaching





vocabulary through games, it can be relevant to mention some points about importance of vocabulary games. Even through different aspects of a language can be taught through games, the vocabulary games have also been proved to be or equally effective as others. When one considers the importance of communicative competence in the target language, a major goal of all language acquisition, and need for spontaneous and creative use of that language, one recognizes the significant role of word games in achieving these objectives.

Conclusion

This research is dedicated to emphasizing the significance of vocabulary learning as a component of language acquisition. It is fact that it has been widely stated that it focuses on developing other skills or other skills rather than knowledge of vocabulary, but as mentioned above, it has become one of the hottest topics in recent decades. Vocabulary almost turned out to be a priority for teaching and learning. Without developing this important skill, no one will be able to master the language.

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