

ROLE OF VOCABULARY IN LANGUAGE TEACHING

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Abstract: *In our opinion, stepping into the realm of new languages is not just a skill, but a must in our interconnected world. As language learners embark on this linguistic journey, acquiring different skills becomes key to mastering them effectively. Amidst this mosaic of skills, vocabulary stands out as the linchpin, the cornerstone of language competence. Here we explore the profound impact of new vocabulary in the spoken language and provide insights into the intricacies of pronunciation and practical application in the classroom.*

Keywords: *conscious learning, word families, core meaning, multi-word units.*

РОЛЬ ЛЕКСИКИ В ОБУЧЕНИИ ЯЗЫКАМ

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Аннотация: *По нашему мнению, знакомство с новыми языками — это не просто навык, а необходимость в нашем взаимосвязанном мире. Когда изучающие язык отправляются в лингвистическое путешествие, приобретение различных навыков становится ключом к их эффективному овладению. Среди этой мозаики навыков словарный запас выделяется как стержень, краеугольный камень языковой компетентности. Здесь мы исследуем глубокое влияние новой лексики на разговорный язык и даем представление о тонкостях произношения и практического применения в классе.*

Ключевые слова: *сознательное обучение, семейства слов, основное значение, многословные единицы.*

TILI O'QITISHDA SO'Z BOYLIGINING O'RNI

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Annotatsiya: fikrimizcha, yangi tillar maydoniga qadam qo'yish nafaqat mahorat, balki bizning bir-biriga bog'langan dunyomizda zarurdir. Til o'rganuvchilar ushbu lingvistik sayohatga kirishar ekan, turli ko'nikmalarga ega bo'lish ularni samarali o'zlashtirishning kalitiga aylanadi. Ushbu ko'nikmalar mozaikasi orasida so'z boyligi til kompetensiyasining asosi, poydevori sifatida ajralib turadi. Ushbu maqolada biz so'z boyligining og'zaki tildagi chuqur ta'sirini o'rganamiz va talaffuzning nozik jihatlari va sinfdagi amaliy qo'llanilishi haqida fikr yuritamiz.

Kalit so'zlar: ongli o'rganish, so'z turkumlari, asosiy ma'no, ko'p so'zli birliklar.

Introduction

In the rapidly evolving landscape of our interconnected world, acquiring new languages is no longer just a skill, but a must in order to navigate the complex world. As language learners embark on this transformative journey, cultivating a variety of skills proves to be the cornerstone of effective communication. In this multi-faceted area, vocabulary takes centre stage and serves as the lynchpin for consolidating language skills. This article explores the profound role of new vocabulary in spoken language, unravelling the intricacies of pronunciation and revealing its practical applications in the dynamic context of language teaching.

Literature Review

In the complex web of language teaching, the acquisition of vocabulary proves to be a central sub-goal that is woven into a multitude of important goals in language teaching. However, it is of paramount importance to recognise the crucial role that the “4 strands’,” as described by Nation and Macalister (2010), play in shaping a truly holistic language learning experience. In this study, we explore the multi-faceted nature of vocabulary acquisition and emphasise the need for a carefully designed course that seamlessly integrates these essential language strands to promote optimal efficiency.

To understand the profound importance of vocabulary acquisition, the “4 strands” must be recognised as essential components of a comprehensive language curriculum. To realise the full potential of vocabulary, a well-designed course must

skilfully incorporate these strands and ensure that students not only expand their lexical repertoire but also master other essential language skills.

At the centre of effective language teaching is a meaningful approach that gives students the opportunity to acquire new language elements through intensive listening and reading. This experiential engagement provides a rich context for vocabulary acquisition and fosters a deep understanding of the nuances of language. To truly unlock the essence of vocabulary in a language course, it is essential to create favourable conditions for the development of language skills through targeted speaking and writing activities.

In the area of vocabulary acquisition, speaking and writing activities prove to be effective tools that offer students the opportunity to apply and consolidate their newly acquired language skills. A comprehensive language course therefore goes beyond direct instruction to facilitate direct learning and the application of vocabulary in meaningful contexts. By seamlessly integrating speaking and writing activities into the curriculum, teachers can enable students to internalise and apply vocabulary in authentic, real-life scenarios.

Following the profound findings of Nation and Macalister (2010), we examine the role of technology in enhancing the four critical factors for effective language learning:

First, meaning-oriented input: technology facilitates immersive experiences through multimedia resources that expose learners to authentic language use and cultural nuances.

Second, meaning-orientated output: Digital platforms provide opportunities for active learner participation and encourage the production of meaningful output through multiple communication channels.

Thirdly, language-orientated learning: Interactive language apps and online tools provide personalised learning and allow learners to delve into specific language areas tailored to their needs.

Finally, fluency development: technology supports continuous practise and feedback, encouraging fluency development by providing consistent and targeted opportunities for language use.

The nature of vocabulary in a language course therefore goes beyond mere memorisation. It is about a comprehensive approach that integrates the “4 strands” and utilises technological advances to create a dynamic and immersive learning environment. With this holistic perspective, educators can not only provide their students with a rich vocabulary, but also the ability to navigate various language challenges. Together, let us embark on a transformative journey to redefine language education where vocabulary becomes a cornerstone in the broader landscape of effective language learning.

Materials and Methods

In the study of vocabulary, it is essential to address the intricacies of “multi-word units”, which are central to the understanding and effective use of language. In this theoretical discourse, we decode the nature of vocabulary, focussing in particular on the profound effects of multiword units on fluency.

Definition of vocabulary: Beyond single words

As language enthusiasts, we know that words are the foundation of vocabulary. However, in order to become fluent in the language, the ability to combine words seamlessly into common configurations is crucial. In this dual exploration, we will examine two essential components: “multiword units” and “word families”.

The role of multiword units in fluency

A cornerstone of our linguistic repertoire is a preference for certain combinations of words, as the British National Corpus has shown. The ability to use these combinations quickly and effortlessly demonstrates real fluency.

Strategies for learning multi-word units

Learning typical compounds as conscious units, in this, we advocate the intentional learning of typical compounds. This method enables language users to grasp the subtleties of word combinations in a targeted way.

Targeted search for typical compounds in texts

By actively engaging with written material, language learners are encouraged to specifically search for typical compounds in texts. This method not only expands vocabulary, but also provides a contextualised understanding of word usage.

Emphasising perfect recall for language mastery

An important principle in the pursuit of fluency is “perfect recall of the most common and useful expressions”, which is especially recommended for beginners. This emphasis on recall reflects the idea that mastery of a language involves not only individual words but also the fluent integration of sentences.

Results and Discussions

To accelerate the development of fluency, certain practises are essential. Firstly, learning idioms in the local language. We advocate the acquisition of idioms that correspond to local linguistic nuances. This not only enriches language skills but also promotes cultural understanding. Secondly, learning single words that consist of several words. An important strategy is to break down multiple words into their individual parts. This granular approach contributes to a deeper understanding of the components that make up meaningful linguistic units.

The use of a vocabulary-rich resource, i.e. a resource with an extensive vocabulary, is then of central importance. In this context, we recommend Crabbe and Nation’s dictionary as an invaluable tool for comprehensive language development. In this theoretical exploration, we emphasise that true language proficiency goes beyond the mere accumulation of individual words. Mastery lies in the skilful combination of words into multi-word units, which ultimately enables a nuanced and expressive mastery of language.

As language enthusiasts, we are committed to the pursuit of linguistic excellence through a holistic understanding of vocabulary dynamics, with multi-word units serving as a bridge to fluent and effective communication.

In our view, vocabulary is a linchpin that influences all facets of the language course. It is not just a collection of words, but the very essence that propels

students on their language learning odyssey. Based on these principles, the classroom becomes the stage for the unfolding of the full potential of vocabulary acquisition.

The teacher plays a central role in this linguistic symphony, juggling three crucial tasks. First and foremost, they must champion vocabulary as the foundation of language mastery, as the heartbeat that pulses through all linguistic endeavours. But that's not all.

Dealing with the elusive low-frequency vocabulary requires strategic finesse. Providing your students with effective ways to engage with less common words is invaluable in equipping them for the various challenges that language can throw at them.

But the teacher's responsibility does not stop at the classroom. Empowering learners to master their vocabulary is of paramount importance. It is about guiding them on what to learn, how to learn it, and providing them with a compass to guide and evaluate their linguistic progress.

In our thinking, we recognise that vocabulary is not limited to a static list of words, but is a dynamic spectrum that requires deliberate planning and targeted teaching. Leaving vocabulary learning to chance is not an option. Instead, it should be seamlessly integrated into the overall language curriculum.

Reinforcement and planning are the two drivers that bring vocabulary to the forefront of language learning. Vocabulary is no longer an isolated element, but intertwines with other language skills to create a richer, more connected learning experience.

Empowerment is also a recurring theme. Learners need more than just a list of words. They need a comprehensive understanding of what to learn, how to learn it, how to use it and how to measure the success of their linguistic journey.

Conclusion

In essence, the odyssey of vocabulary learning is a dynamic and integral aspect of mastering a language. These principles and considerations, viewed through our lens, teach not just vocabulary, but strategic and holistic skills. When

vocabulary is treated with precision and care, it becomes a signpost that illuminates the path to language mastery.

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