

THE IMPORTANCE OF LEARNING VOCABULARY IN FOREIGN LANGUAGE

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Abstract: This article analyzes the importance of vocabulary in the process of learning a foreign language and its great importance in language learning. Vocabulary is also important in second and foreign language learning because students with limited vocabulary may not be able to understand others or express their feelings. The finding suggest that the vocabulary knowledge of foreign language is necessary, it provides learners a broader ability to produce well-structured written texts and contributes to the comprehension of utterances as well..

Key words: languages, vocabulary, books, knowledge, strategy, communicate.

Introduction: Vocabulary is essential for mastering a phrase, without sufficient vocabulary one cannot have sufficient knowledge, interact with students, or express one's thoughts. Vocabulary plays an important role in learning a second or foreign language because words are useful when we listen, speak, read and write. The reader or listener must recognize the words; a writer or speaker must use words to convey ideas. Second or foreign language learners with limited vocabulary have difficulty expressing and understanding ideas. Teachers should be aware of these difficulties and try to make it easier for their students to build a strong and rich vocabulary, especially in the early stages of learning English.

Vocabulary is all about words the words in a language or a special set of words you are trying to learn. Vocabulary is an important focus of literacy teaching and refers to the knowledge or words, including their structure (morphology), use (grammar), meanings (semantics), and links to other words (word/semantic relationships).

The definition of vocabulary.

Vocabulary (from the Latin for "name," also called wordstock, lexicon, and lexis) refers to all the words in a language that are understood by a particular person or group of people. There are two main types of vocabulary: active and passive. An active vocabulary consists of the words we understand and use in everyday speaking and writing. Passive vocabulary is made up of words that we may recognize but don't generally use in the course of normal communication. Vocabulary may indeed refer to

the collection of words known by an individual or by a large group of people. It may also signify the body of specialized terms in a field of study or activity ("the vocabulary of science"). It may designate a physical object, such as a book, in which a collection of (usually alphabetized) words is defined or explained. And it may name things other than words, such as "a list or collection of terms or codes available for use," "a set or list of nonverbal symbols" (such as marine alphabet flag signals), and "a set of expressive forms used in an art" (as in "the vocabulary of dance").

Reasorches and methods.

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of a second language" p. 55). Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge.

Kinds of Vocabulary.

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer (1991) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Haycraft, quoted by Hatch and Brown (1995), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart Webb, 2009).

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing.

It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2005).

Vocabulary learning strategies.

Beside the above techniques, there are also, vocabulary learning strategies that teachers can take into account. They can train their students to use these strategies. Schmitt and McCarthy (1997) propose strategies to learn vocabulary as follows: guessing from context, using word parts and mnemonic techniques to remember words, and using vocabulary cards to remember foreign language-first language word pairs. It is supported by Murcia (2001) who also proposes three strategies to learn vocabularies. The first strategy is guessing meaning from context; she says that a context is rich enough to give adequate clues to guess the word's meaning. The second strategy is mnemonic devices: she proposes keyword technique. When seeing or hearing the target word, the learner is reminded of the keyword. The third strategy is vocabulary notebooks; she suggests a memory aid in independent learning by setting up vocabulary notebooks.

Based on the techniques used for presenting new vocabulary and vocabulary learning strategies, the experts suggest lots more techniques

that are claimed to be helpful for students to learn vocabulary in an easier way. What the researcher sees as better way to teach vocabulary is by learning in rich contexts. According to Stahl (2005) in students probably have to see a word more than once to place it firmly in their long-term memories. This does not mean more repetition or drilling of the word, but seeing the word in different and multiple contexts.

Finally, teachers may encourage students to keep a vocabulary notebook because a great deal of vocabulary growth ultimately depends on the learner. They may have students who. a successful vocabulary language learners share their notebook methods. For students who need help, they can demonstrate how to set up a vocabulary notebook that is neat and organized in a manner that will facilitate multiple retrievals of the words. If the notebook is not set up well, then learners are less likely to practice the words, which defeats the purpose of keeping the notebook in the first place.

Moreover, in presenting one planned vocabulary item, the teacher

usually combine more than one technique, instead of employing one single technique. Teachers are suggested to employ planned vocabulary presentations as various as possible (Pinter, 2006). In conclusion, vocabulary is the most required skill in learning a foreign language. All other skills, reading, writing, speaking and listening, build on and develop vocabulary.

CONCLUSION.

This article explains why it is important to learn new words and how to memorize words in English or foreign languages. Finally, the ways in which working memory helps to understand new vocabulary and transfer it to long-term memory are highlighted.

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