

## THE IMPORTANCE OF TEACHING VOCABULARY, ITS ROLE AND SYLLABUS REQUIREMENTS.

*Islamova Oydin Kamilovna*

*Ozbekiston Respublikasi*

*Ichki Ishlar Vazirligi Navoiy akademik litseyi o'qituvchisi*

**Abstract:** This article is about the correct use of dictionaries in English. Vocabulary teaching is the basis of language learning. Knowing a language means mastering its structure and words. Thus, vocabulary is one aspect of language taught in schools. Vocabulary is a collection of words and phrases to be taught and learned.

**Keywords:** idioms, speaking, reading, writing, listening, Vocabulary, lexicon, pronunciation, Linguistics, tendency

Teaching Vocabulary is the base of language learning. To know a language means to master its structure and words. Thus, vocabulary in one of the aspects of the language to be taught in schools. Vocabulary is the total of words and word combinations to be taught and to be learnt.

The problem is what words and idioms pupils should retain. It is impossible to assimilate language skills (speaking, reading, writing, listening) without the knowledge of Vocabulary. Speech is impossible without vocabulary items. Listening comprehension in English is only possible when a certain amount of vocabulary is learnt. The meaning of speech remains abstract, no information obtained if the pupils don't know vocabulary. English vocabulary has specific peculiarities and difficulties in reading. While reading pupils perceive by visual signals. That is why in order to get information and to understand he should recognise, to words, be able to read them and to understand their meaning.

Much attention should be drawn to the lexical point of writing (written speech). The pupil must acquire writing skills, pronunciation and reading skills of the vocabulary in order to give a proper and meaningful information by writing.

Above mentioned points say that Vocabulary (lexics) is necessary for all language skills.

The number of words pupils should acquire in schools depends wholly on the syllabus requirements. The following lexical vocabulary (minimum) items are accepted for each form in secondary in the 5th form -300, in the 6th form - 200, in the 7th form - 200, in the 8th form - 200, in the 9th form - 100, in the 10th form - 100, in the 11th form - 100 vocabulary items (1200 words) (1000 words in Uzbek schools).

The accordance with the principles of selecting linguistic material, the conditions of teaching and learning a foreign language in school. Scientific principles of selecting vocabulary have been worked out. The words selected should be: (1) frequently used

in the language; (2) easily combined (nice room, nice girl, nice weather); (3) unlimited from the point of view of style (oral, written); (4) included in the topics the syllabus sets; (5) valuable from the point of view of word building (use, used, useful, useless, usefully, user, usage).

The first principle, word frequency, is an example of a purely linguistic approach to word selection. Modern tendency is to apply this principle depending on the language activities to be developed. For developing reading skills pupils need «reading vocabulary» and etc.

The words selected may be grouped under the following two classes (M. West):

1. Words that we talk with or \_ form (structural) words which make up the form (structure) of the language.

2. Words that we talk about or content words.

In teaching vocabulary for practical needs both structural words and content words are of great importance. That is why they are included in the vocabulary minimum. It is generally known that school leavers' vocabulary is poor. They have trouble with hearing, listening, reading and writing. One of the reasons is poor teaching of vocabulary.

The teacher should bear in mind that a word is considered to be learned when:

- 1) it is spontaneously recognised while auditing and reading;
- 2) it is correctly used in speech, i.e. the right word in the right place.

Difficulties Pupils Experience in assimilating Vocabulary

Learning the words of a foreign language is not an easy business. Every word has its form, meaning and usage and each of these aspects of the word may have its difficulties indeed, some words are difficult form (daughter, busy, bury, woman, women) and easy in usage; other words are easy in form (enter, get, happen) and difficult in usage consequently, words may be classified according to the difficulties pupils find in assimilation. In methodology some attempts have been made to approach the problem.

The analysis of the words within the foreign language allows us to distinguish the following groups of words; concrete, abstract and structural. Words denoting concrete things (book, street, sky), actions (walk, dance, read), and qualities (long, big, good) are easier to learn than words denoting abstract notions (believe, promise, honest). Structural words are the most difficult for Uzbek-speaking pupils.

In teaching pupils a foreign language the teacher should bear this in mind when preparing for the vocabulary work during the lesson

Teachers should always remember Halliday's belief that the learning of a language is essentially the learning of meanings. Halliday believes language is a product of the social process and language arises in the life of the individual through an on going exchange of meanings with significant others.

Stevick also points out that method should be the servant of meaning, and meaning depend on what happens inside and between people.

In order to help learners exchange meanings with each other, through the lexis they have learned, teaching methodologies are important. Recently, several linguists have proposed the importance of putting lexis, not grammar, at the center of the classroom in order to help learners develop their ability to use English for real communication. The importance of putting lexis before grammar is clearly expressed in the words of Lewis language consists of grammaticalized lexis, not lexicalized grammar and grammar as structure is subordinate to lexis. Little also argues that words inevitably come before structures. Moreover, Widdowson notes that communicative competence is not a matter of knowing rules, but a matter of knowing a stock of partially pre-assembled patterns. He argues that rules are not generative but regulative and subservient and that they are useless unless they can be used for lexis.

Sinclair and Renouf point out that focusing on lexis in classrooms has several advantages. First, teachers can highlight common uses, and important meanings and patterns for frequent words. Both are worth learning because learners may have used this information in authentic situations. Second, teachers can encourage a learner to make full use of the words that the learner already has regardless of the learner's level. Willis also notes that it is easier for learners to start exploration of the language if they start from lexis, which is concrete, rather than from grammatical rules, which are abstract.

On the other hand, in claiming the importance of focusing on lexis, linguists do not mean that teachers only need to teach lexis, and should exclude grammar from classrooms. Rather, lexis and grammar are considered inseparable in nature and completely interdependent. Willis also notes that grammar and lexis are two ways of picturing the same linguistic objective. That is, the lexis consists of word-meaning patterns, while the grammar consists of structures, and categorizes words according to such structures. He considers language learners have to work simultaneously with the grammar and the lexicon. However, Willis thinks teachers need to pay more attention to lexical elements in the classroom. If teachers emphasize grammar too much, the creation of meanings is likely to be put off. The inseparability of grammar and lexis will be discussed in detail in section, focusing on lexical patterns.

Now we want to present an information what the CEFR framework says about vocabulary knowledge and the way it is expected to develop as learners improve in competence. Language learners, as they progress through the levels of the CEFR, will grow increasingly large, and increasingly complex, lexicons in the foreign language. This relationship between vocabulary knowledge and overall competence in a foreign language is supported by research that suggests that vocabulary knowledge is key to both comprehension and communicative ability.

While vocabulary knowledge and general linguistic performance are separable qualities, given that the number of words a learner knows is not the sole determiner of how good he or she is in communication, they are not entirely separate qualities. A learner's vocabulary can be expected to become measurably larger and more sophisticated as communicative competence increases. The potential for this as a diagnostic tool is obvious since if vocabulary knowledge can be measured, then learners may be quickly and easily linked to the relevant CEFR level. Such a measure would not provide details of every aspect of linguistic performance, of course, but might in addition to providing a placement within the framework for vocabulary knowledge be a useful general measure. The methodology for measuring vocabulary knowledge will be explained and this involves an understanding of what is meant by 'word' in this context. Current methodology allows the numbers of words learners know in a foreign language to be estimated with some confidence, and these measurements appear particularly useful in making broad assessments of learner level. The measurements we have of vocabulary size and which are linked to the CEFR levels will be presented and examined.

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