

TYPES OF VOCABULARY LEARNING

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Annotation: The most important element involved in the language learning skill is considered vocabulary knowledge. We should have sufficient vocabulary knowledge to enlarge other language skills. The importance of vocabulary knowledge and types of vocabulary learning is revealed in this article.

Keywords: language skill, vocabulary knowledge, vocabulary learning, sufficient.

In today's society, the demand for communication and information access is becoming an increasingly important component of every human endeavor. In addition, multicultural societies are a reality in today's societies, necessitating multilingualism. In this way, quickly picking up a foreign language can be very useful in conversation.

For a lot of kids, learning new words involves looking them up in a dictionary, copying the meanings (typically the shortest ones), and creating sentences using the new term. They typically don't learn word acquisition or meaning; they merely memorize definitions. Knowledge of words goes much deeper than knowledge of definitions alone. A language's vocabulary is its foundation and is of fundamental importance. The study of vocabulary was not given much weight in earlier eras of language learning. For many years, focusing on grammar and sentences before moving on to vocabulary was the most widely used strategy for learning a second language.

Explicit and Implicit vocabulary learning

Implicit information is available for use in fluid unplanned language use because it is procedural, automatic, systematically variable, and intuitive. It cannot be verbalized. Explicit knowledge is generally available through control processing in deliberate language use and is aware, declarative, aberrant, and inconsistent (i.e., it takes the shape of "fuzzy rules" applied inconsistently). It can be verbalized, and like any factual knowledge, it may be learned at any age.

The term "explicit learning" refers to the acquisition of language "out of context," such as via word lists. Nonetheless, learning can also happen "in context," as when we look up words in a dictionary while we read or go over new words in a text after reading and make a note of their definitions. Additionally, it is possible to say that explicit learning involves a more conscious process in which the learner formulates and tests hypotheses in an effort to find structure.

Whereas explicit learning is believed to be characterized by a more conscious operation where the person creates and tests hypotheses in pursuit of structure, implicit learning is often described as the acquisition of knowledge by a process that occurs spontaneously, simply, and without conscious operation. The fact that knowledge acquired by students is largely unconscious is one of the many characteristics of implicit learning. Another aspect of implicit learning that is more conditional is how much implicit learning is tied to attention. Implicit learning is related to picking up vocabulary "in context," such as when we read or listen to words without paying close attention to them. Yet, it can also happen "out of context." For instance, when we examine a vocabulary list regularly, it tends to make the terms and their definitions "automatic." Those who read frequently tend to have wide vocabularies, suggesting that reading is the best approach for implicit learning.

It is crucial to remember that although the explicit technique involves direct or purposeful language, implicit language learning involves incidental or indirect language. In actuality, explicit vocabulary acquisition is conscious and aware of what has been learnt, whereas implicit vocabulary learning is non-conscious and unaware of what has been learned. Explicit, direct, or intentional learning is one category of vocabulary learning strategies, while implicit, indirect, or incidental learning is another. There is solid evidence to support the notion that vocabulary growth is influenced by both conscious and implicit learning. Consequently, mastering vocabulary is one of a language's most important components since it enables speakers to comprehend texts and communicate their contents. The process of learning a second language's vocabulary involves several different learning processes, making it an extremely complex phenomenon. Both explicit and deliberate learning entails the study of decontextualized vocabulary and the use of dictionaries and glossaries and are broadly defined by the consciousness involved in the learning process.

The words accidental and deliberate learning have been used in experimental psychology for a very long time and may be found in psychological literature dating back to the first decades of the 20th century. Most vocabulary, both in the first and second language, is thought to be picked up unintentionally, or as a result of receptive activities like reading and listening, rather than with the intention of acquiring new words.

While purposeful vocabulary learning is seen to be typical of practices and behaviors within formal classroom instruction, incidental vocabulary learning is connected with more natural language learning, that is, outside of it. It will become clear that the term "incidental vocabulary learning" is actually unworkable and of little value for the most recent empirical studies on vocabulary growth in L2 instruction.

The idea of incidental learning is different from the idea of implicit learning, which occurs subconsciously. Explicit learning can be both intentional and incidental,

whereas implicit learning may only be incidental. This viewpoint differs from others in that it believes that learning happens incidentally when it is not the main subject of attention.

According to some research, incidental learning is a useful method for learning language through context. The argument that explicit learning requires attention to input is supported by research showing that such explicit vocabulary attention can positively impact second language vocabulary acquisition. In an enjoyable reading environment known as extensive reading, teachers encourage students to select reading material at their reading level that they find interesting. In general, "deliberate study" entails learning thousands of words by heart along with their pronunciation, meaning, and spelling. The opposing viewpoint asserts that incidental, implicit, accidental, subconscious, or peripheral learning—which involves picking up words, grammar, and sentence patterns just by participating in a variety of communicative activities—can relieve a significant amount of the burden of intentional learning on language learners. These learning processes involve the learners barely using their full awareness or their focused attention. Hence, there are a few tools that can be utilized to increase language proficiency. Due to the gradual integration of wireless, mobile, portable, and handheld technology into every aspect of education in both developed and developing nations. Consequently, the objective of the study, which is supported by the analysis of the researchers' research, is to examine the best methods (explicit or implicit) for effectively learning vocabulary. Hence, the topic of current research in the field of second language acquisition is how vocabulary is acquired in a real situation to support effective acquisition.

In the field of vocabulary acquisition, incidental learning is largely defined as the learning of vocabulary as a by-product of any activity not explicitly geared towards vocabulary learning. In contrast, intentional vocabulary learning is defined as any activity geared at committing lexical information to memory.

In brief, knowing the types of vocabulary learning is important to utilize proper activities and strategies in the language learning process. Additionally, with the help of types of vocabulary learning, we can eliminate various difficulties which can obstruct to development of students' language skills in the process of learning.

References

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