THE ROLE OF VOCABULARY IN LANGUAGE LEARNING

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Abstract: *In this article we have looked at the difference between teaching language structure and teaching vocabulary. We have discussed how counts of frequency alone are not enough to determine what words should be taught. We have seen that knowing a word means more than just knowing its meaning. Even that is problematical since meaning includes sense relations and context, for example. To know a word we also need to know about its use, how it is formed and what grammatical behavior it provokes. Above all, in this article, we have approached the idea of how vocabulary teaching and learning need to be emphasized in order for students to be competent language users.*

Key words: *Vocabulary, teaching vocabulary, learning vocabulary, word selection, role-play*

РОЛЬ ЛЕКСИКИ В ОБУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА

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Аннотация: *В этой статье мы рассмотрели разницу между преподаванием языковой структуры и обучающей лексикой. Мы обсудили, что одних только показателей частоты недостаточно, чтобы определить, каким словам следует учить. Мы видели, что знание слова означает больше, чем просто знание его значения. Даже это проблематично, поскольку значение включает, например, чувственные отношения и контекст. Чтобы узнать слово, нам также необходимо знать о его использовании, как оно формируется и какое грамматическое поведение оно провоцирует. Прежде всего, необходимо подчеркнуть преподавание и изучение словарного запаса, чтобы студенты могли быть компетентными пользователями языка.*

Ключевыеслова: *Лексика, обучающая лексика, изучение лексики, отбор слов, ролевые игры*

The role of vocabulary for possessing a foreign language is very important. In any case, vocabulary gives the direct meaning of the object. Learning vocabulary in any language is often one of the most challenging areas, because it never ends! This is true even of our own native languages. We are constantly learning new words, as we could do in our mother tongue too if we continued to explore the language with the same strength after finishing school.

Practically in every foreign language lesson we work on expanding vocabulary, overeach specific word on a given topic. When working with the word, a certain system of actions is needed not only from the teacher, but also from the students. They are visual view of the word (visualization), sound perception (repetition of the teacher or speaker), written perception (writing the word to the dictionary, preferably in phrases and sentences). [1, 415]

In my class, I try to ensure that every student should understand that memorizing words would not be mechanical, that every word should be understood, correctly pronounced, read and written. This is facilitated by the

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correct and rational selection of techniques for working with vocabulary. Teaching vocabulary is the basis of language teaching. Lexicon is a collection of learned, formulated phrases and vocabulary. [2,160]

It is impossible to track or study the types of speech activity without having perfect vocabulary used as talking material.

The material is very important for speech. If there is no material, the conversation will not take place. You can listen to English language and understand its content based on what you are learning. [3,262] If a student does not know the words, he cannot get information, and the content of the conversation remains unclear.

1. There is a whole set of techniques for introducing lexical items:

- The introduction of nouns by demonstrating the designated objects or their images in the picture.

- Introduction of the verb with the help of illustrative movements or actions, facial expressions, pantomimes, etc.

- Introduction of adjectives by displaying various objects or their images of pronounced quality (color, size, shape, picture, pattern).

- Introduction of numerals using pictures with different numbers of objects, as well as hours, calendar, table, schedule.

- Introduction of pronouns with the participation of trainees (personal and possessive pronouns), using the position of various objects in the room, the corresponding pictures.

- Introduction of prepositions using the correlation of objects in the class, special illustrations, on which the objects are arranged differently.

- Introducing interjections using playable situations or cartoon comics.

- The introduction of collective words using words with specific meanings (cucumbers, tomatoes, vegetables)

- Introduction of linguistic-cultural words with the help of description, interpretation of realities, the use of relevant visual materials. (photographs,

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pictures) Introduction of new words based on already known (complex words) by performing the necessary language operations, analysis and explanation.

2. It is necessary to use repeating exercisesfor more effective memorization of vocabulary.

- Read the words by inserting the missing letters.

- Find the words in a crossword puzzle.

- Find the words in chain word.

- Insert the missing letters in the words.

- Check the knowledge of words and phrases from each other.

- Read the list of words, placing the words in alphabetical order.

- Group new words in parts of speech.

3. Contribution of forming communicative competence of students' preparationin training exercises based on working with texts:

- Find in the text the words related to this topic.

- Replace one of the sentence members with the words given.

- Write down the words from the text according to certain characteristics (with prefixes, suffixes, compound words)

- Find in the text words with a common root.

- Find in the text a combination with the specified word.

- Find new words in the text.

- Guess the meaning of words similar to the Russian, and check the accuracy of the guesses in the dictionary.

- Group words by analogy (for example, uniform verb control, the formation of compound words and phrases).

- Write the words from the text with a common root.

- Spread a compound word into components.

- Make a letter analysis of the word.

4. At the stage of training and fixing vocabulary substitution and constructive exercises are very important.

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- Fill in the blanks in the titles with words from the list.

- Change the appropriate words or phrases instead of pictures in sentences.

- Replace the Russian words in the sentence with English.

- From the list of copies pick up the missing lines to the characters.

- Correct in the underlined words.

- Make a dialogue using a set of replicas.

- Make as many sentences as possible from the word set.

5. You must use the following type of exerciseto enhance vocabulary in speech.

- Listen to the dialogue; make a similar on the same topic, using this vocabulary.

- Describe the picture using keywords.

- Make a story plan.

- Using key wordsthink the end of the story.

- Make a dialogue based on keywords.

- Listen, relying on keywords, audio text, make a plan and retell the text.

6. Testing of vocabulary can be carried out on the example of the following exercises:

- Insert the missing (nouns, verbs, adjectives, prepositions, articles) in the sentences, and use the keywords.

- For the following words, select from the list provided (synonyms, antonyms, etc.)

- Match the words with the images in the pictures.

- Check the correct names of the pictures. Correct the errors noted.

- Choose the appropriate phrases for the pictures.

- Correct errors in the following sentences.

- Guess the word denoting (for example, a sport), based on the number of specified letters.

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- Combine the characters depicted in the pictures using the words given in the list (seller-buyer, teacher-student)

- Using a set of letters write down all the items shown in the picture.

When learning the vocabulary of the English language, it is necessary to take into account the level of students' knowledge of Uzbek, Russian and English and good results can be achieved if interactive methods are used more effectively in teaching vocabulary.

Different kinds of games are good motivation for memorizing vocabulary in English lessons, especially at the level of primary general education. These can be association games.

Word webs or spider games.

In general, our memory is arranged according to the principle of a camera: a picture, a flash, a fix. Words associated with something are remembered very well. For example, in the seventh grade, students could not remember the verb "to leave", confusing with the verb "to live". We pronounced it and used it in sentences for many times. Well, they did not remember. But as soon as I began to call them with their "favorite word", they immediately remember it and even the three forms of the "leave-left-left" verb.

Category list (a list of words related to a particular class of items).

"Back to the board".

We divided group into two teams. One student from the team goes to the board and turns his back. Another opposing team writes words on a topic on the board. The team that should help their member guess the words is explained with facial expressions or suggestive words (we wash our hands in it –

a sink). The winner will be the team that guessed more words.

Games with words:

Favorite game of children is "shifters".

i, p, u, p, l - pupil

"Word thieves".

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We read the text on a specific topic, for example, "The Seasons". Students listen to the text and write down the words on the subject. You can divide the group into teams and compare lists of word; you can finish the game by reading the text which you have listened to.

At first stage of training, we will have topic "Pets". Each child has its own individual card with questions and a table for filling in the information; their task is not only to write answers, but also to write a message. At the senior stage of training, such exercises may take the form of an organized dialogue. Lexical and grammatical units and questions will be given according to the number of students in the group. Each student studies his own text independently, and then works on it with their partner; during the discussion they change texts with their partner and encounter with new partners. These exercises are not only communicative in nature, but also contribute to the development of logical thinking, develop all types of memory: auditory, visual, verbal.

Our main task is to helping children not only to memorize individual words and phrases, but also to teach them to use these words in speech. And then of course, we will help role-playing communication. Role-play game is a kind of educational method, in which the student must speak freely within the framework of specified circumstances, acting as one of the participants in foreign language communication. Role communication affects the formation of students' cognitive interests, contributes to the conscious mastering of a foreign language, and increases motivation.The forms of role-play games in the classroom may be different.

We can distinguish such spheres of speech communication to develop plans of role-playing games as: "at school, at the lesson, in a library, in a gym, at a doctor, at home, on vacation, in a theater", etc. For example: an excursion of tourists from England to the Caucasus. The head of the tour desk introducesto a group of guides. There are several of them, because each of them can be given one subtopic for "excursions". And so, we "eat" in the excursion bus, we listen

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to guides, "we watch sights" (pictures and photos). Tourists ask the questions from guides.

Artificial games can be with informative content. It is important to know acquaintance with the characters of literary works, the facts of the biography of prominent figures of science, art, the realities of life of the countries of the language which being studied. Business games allow you to simulate situations that may arise in future professional activities. For example, "Job interview".

Non-traditional forms of lessons are provided great opportunities for working with vocabulary: "press conferences", "birthdays", "Journey in a circle for pirate treasures", as well as lessons based on the popular form of games as "Lucky case". The group is divided into 2 groups; the groups sit on both sides from the leader. You can conduct the game on various topics. For example, in the 7th grade we sum up the results on the topic "Sport".

1. Give the name of the sport by their definition. The facilitator asks questions to each team in turn. The judge records the number of points. For example: What is the Queen of sports? Light athletics.   What is the cleverest type of sport? Chess.

In the age of modern technology, one should not forget about such a form of work with vocabulary as computer learning. It is already possible to begin such work from the 5th, 6th grade. With the introduction and control of learning vocabulary, you can use the program "First 1000" words. The computer program "I go to school" can be used at all stages of training. The advantages of this type of training and control are undoubted: it allows you to refresh the learning process, increases interest in the subject, contributes to the development of the logic of thinking, and solves the problem of cooperation between the teacher and student.

In my speech, I focused only on some techniques of working with vocabulary, which, from my point of view, most effectively contribute to the formation of language competence.

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Summarizing all the above, I want to say that to achieve effective work with lexical material in foreign language lessons is possible only by developing the learner's memory and logical thinking, increasing their motivation to study the subject through certain techniques and novelty; working with the word through the principle of functionality, constantly referring to the word not allowing students forget it.

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