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THE IMPORTANCE OF VOCABULARY AND USING TECHNIQUES IN TEACHING FOREIGN LANGUAGE

Abstract: This article aimed at devising a vocabulary learning software that would help learners learn and retain vocabulary items effectively. Some new techniques, methods, games which are useful for learning, teaching foreign languages.

Key words: Vocabulary, teaching vocabulary, techniques, teaching techniques, Visual techniques, Use of dictionaries teaching foreign language.

Language: English

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Introduction

Today's one of the main requirement is to learn and have a good command of some foreign languages and to be able to use them in the professional activity. Gaining the independence great attention was paid to setting up and developing national morality and spirituality, harmonizing it with modern requirements and raising it up to the level of world standards and habits. There were adopted a number of laws by the legislative body of the country – Oliy Majlis to reorganize the educational system of Uzbekistan radically. Especially the great importance is attached to teaching and learning of Foreign Languages. There is no need to value the importance of knowing foreign languages for the people of our country building up its great future in accordance with foreign partners and trying to gain its own rank in the community.

Vocabulary is the first and foremost important step in language acquisition. In a classroom where students are not finding themselves comfortable with L2, language learning can be made interactive and interesting with the introduction of appropriate vocabulary exercises.

It is well known that vocabulary is considered to be the base of all the four skills that should be developed in the student's possession of the

language, we counted that it would be valuable to study effective ways of enhancing vocabulary using innovative methods of teaching. One of the productive methods of teaching vocabulary is using games.

Analysis of Subject Matters

If we want to use language effectively, we must have good stock of vocabulary. We cannot use the language, if we don't know the words of that language. English language has vast vocabulary. It is the richest language of the world. One cannot learn a language without learning vocabulary. Therefore, the study of vocabulary has occupied the central place in teaching-learning activities. Thornbury stated as follows: "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement, if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words."

As it is acknowledged, "word" is the most common element in sentences because a language is a collection of words. Words can be compared to bricks of buildings fixed with the help of clay called Grammar. Despite quite small pieces, they are vital to the great structure. Wilkins rightly says, "Without

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grammar very little can be conveyed but without vocabulary nothing can be conveyed". Therefore, the study of vocabulary is at the center while learning a new language. English being a second language or foreign language, one needs to learn vocabulary in the systematic way. We cannot neglect grammar at all but even if you misuse grammar or pronounce a word wrongly, you'll be still partly understood, but if you use an incorrect word in your speech, the listener may be confused and misunderstand you. In communication, vocabulary is often more important than grammar. It is frustrating for intermediate learners when they discover they cannot communicate effectively because they do not know many of the words they need.

Vocabulary is one of the significant aspects in language teaching and learning, above and beyond grammar and pronunciation. A good vocabulary and the ability to use word correctly and effectively can be the passport to the worlds of interesting and exciting information.

Famous imperialist poet, Rudyard Kipling says that words are the most powerful drug used by mankind. Those who are rich in vocabulary can speak and write English correctly. In fact, without vocabulary communication in a second or foreign language is not possible in a meaningful way. McCarthy argues: 'No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way'.

Vocabulary is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. It should be considered as an internal part of learning a foreign language since it leads the way to communication. Nation aptly mentioned, "Such as writing and reading, vocabulary knowledge is one of the components of language skills". Harmer clearly states, "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh". If one wants to use language effectively, he/she must have good stock of vocabulary. Language is made up of words. Nagy appropriately remarks, "Vocabulary knowledge is fundamental to reading comprehension; one cannot understand text without knowing what most of the words mean". Teaching vocabulary well is a key aspect of developing engaged and successful readers.

Acquiring a large vocabulary can benefit you in any sphere of social activity. It will enable you to understand others' ideas better and to have the satisfaction of getting your thoughts and ideas across more effectively.

The main aim of teaching vocabulary is assimilation of the meaning, form of the words and its usage in oral and written speech – that is formation of lexical habits. People can have many

aptitudes, but without a large and precise English vocabulary to express them, they cannot take full advantage of these abilities. Unlike aptitudes, vocabulary is *not* a natural ability; it can be improved if one is willing to make the effort to do so.

Research Methodology

Language learners who wish to own an ability of fluency in English skills must have a large and adequate vocabulary. Jack C. Richard and Willy A. Renandya assert: The complex materials need to be understood through the vocabulary knowledge as an important. Sufficient English words can make learners efficiently communicate and fundamentally comprehend on English articles and academic essays.

Unfortunately, learning vocabulary is considered to be as a weak point of the most language learners. Restricted knowledge of vocabulary and sentence structure is thought as the main problem in learning language. Without wide range of vocabulary a learner won't be able to be skillful at reading, writing, listening and speaking.

It will enable us to understand the others' ideas better and to have the satisfaction or getting our thoughts and ideas across more effectively. While there are not any magic shortcuts to learning words, the larger our vocabulary becomes, the easier it will be to connect a new word with words we already know, and thus remember its meaning.

There are numerous techniques concerned with vocabulary presentation. However, there are a few things that have to be remembered irrespective of the way new lexical items are presented. If teachers want students to remember new vocabulary, it needs to be learnt in context, practiced, and then revised to prevent students from forgetting. We can tell the same about grammar. Teachers must make sure students have understood the new words, which will be remembered better if introduced in a "memorable way".

Bearing all this in mind, teachers have to remember to employ a variety of techniques for new vocabulary presentation and revision.

Gairns and Redman (1986) suggest the following types of vocabulary presentation techniques:

1. Visual techniques. These pertain to visual memory, which is considered especially helpful with vocabulary retention. Learners remember better the material that has been presented by means of visual aids. Visual techniques lend themselves well to presenting concrete items of vocabulary-nouns; many are also helpful in conveying meanings of verbs and adjectives. They help students associate presented material in a meaningful way and incorporate it into their system of language values.

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2. Verbal explanation. This pertains to the use of illustrative situations, synonymy, opposites, scales (Gairns and Redman), definition (Nation) and categories (Allen and Valette).

3. Use of dictionaries. Using a dictionary is another technique of finding out meanings of unfamiliar words and expressions. Students can make use of a variety of dictionaries: bilingual, monolingual, pictorial, thesauri, and the like. As French Allen perceives them, dictionaries are "passports to independence," and using them is one of the student-centered learning activities.

Using games. The advantages of using games. Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. W. R. Lee holds that most language games make learners use the language instead of thinking about learning the correct forms. He also says that games should be treated as central not peripheral to the foreign language teaching programme. A similar opinion is expressed by Richard-Amato, who believes games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages of using games. "Games can lower anxiety, thus making the acquisition of input more likely" (Richard-Amato).

They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings (Hansen). They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Furthermore, to quote Richard-Amato, they, "add diversion to the regular classroom activities," break the ice, "[but also] they are used to introduce new ideas". In the easy, relaxed atmosphere which is created by using games, students remember things faster and better (Wierus and Wierus). Further support comes from Zdybiewska, who believes games to be a good way of practicing language, for they provide a model of what learners will use the language for in real life in the future.

Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems.

Choosing appropriate games. There are many factors to consider while discussing games, one of which is appropriacy. Teachers should be very careful about choosing games if they want to make them profitable for the learning process. If games are to bring desired results, they must correspond to either the student's level, or age, or to the material that is to be introduced or practiced. Not all games are appropriate for all students irrespective of their age. Different age groups require various topics, materials, and modes of games.

For example, children benefit most from games which require moving around, imitating a model, competing between groups and the like. Furthermore, structural games that practice or reinforce a certain grammatical aspect of language have to relate to students abilities and prior knowledge. Games become difficult when the task or the topic is unsuitable or outside the students experience. Another factor influencing the choice of a game is its length and the time necessary for its completion. Many games have a time limit, but according to Siek-Piskozub, the teacher can either allocate more or less time depending on the student's level, the number of people in a group, or the knowledge of the rules of a game etc.

This follows the assumption that the process is solely that of providing language experience; for every lesson in which the language is spoken, read or written must inevitably contribute to the extension of the pupils' acquaintance with the language. If this were the true character of the process the only qualification for the role of instructor would be an adequate knowledge of the language. Closer examination, however, proves that the efficient teaching of a foreign language, far from being a simple process, is probably the most difficult and complex of all subjects in the curriculum.

For all subjects the initial considerations are what to teach and who. In this case of all other subjects there is no appreciable difficulty about the first, as the syllabus is usually clear and indisputable. Even for method there are guiding principles which meet with more or less general acceptance. Foreign-language teaching, however, has not yet attained the stage of universal agreement even as to what is to be taught, still less as to how.

This may be taken as an indication of the complex character of the subject, wherein content and method are curiously involved. What appears to be a single subject is really a group of associated yet distinct branches of study; for language is a generic term covering all or any of the following features: speech, reading, composition, grammar, literature, commercial, technical and scientific activities. Therefore courses must differ widely if reading or speech is made the sole or major purpose, and if the syllabus is extended to literature or commerce; the extent and choice of vocabulary too will depend on whether instruction is given on Translation or Direct Method lines; and presentation of grammar will vary considerably if taught formally or functionally. It is difficult even to qualify the general character of foreign-language teaching.

All other school subjects may be broadly classified as either knowledge or skills. Thus History and Geography are undoubtedly knowledge subjects, whereas Mathematics and Drawing are skills. Strictly speaking none is purely one or the other. History is certainly more than the mere absorption of data, and

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Mathematics call for the memorizing of tables and formulae; but the predominant feature is clearly one element, with the other as incidental.

In which category is foreign-language learning to be included? The answer is more than academic interest, as the respective point of view will determine the whole character of course.

If it is thought of as predominantly a knowledge subject, efforts will be concentrated on giving the pupils as large a vocabulary as possible and supplying them with many grammatical data. The value individual lessons will probably be assessed by the number of new words taught or the point of grammar elucidated.

On the other hand, if language is thought of as essentially a skill, or a series of skills less attention will be paid to extent of vocabulary, and progress will be measured instead by the degree of fluency attained by the pupils. The conflicting views possibly arise from different interpretations of the function of memorizing in the learning process. This question has implications which warrant discussion.

That learning by the heart ought not to be lightly dismissed as a deplorable feature of obsolete methods may be gathered from the opinions of leading authorities.

Thus Handschin, a leading American Specialist, writes:

“One of the best exercises of the will is memorizing. We know there is a tendency in some quarters to make school tasks easy by omitting memory work in former periods. But, of course, there must be memory work,... although to overdo it is just as bad... For instance oftentimes a course in elementary language is so conducted as to acquire nothing but memory work.”- *Methods of teaching modern languages, p.77. Word Book Company, New York, 1923.*

Harold Palmer, one of the most stimulating of modern authorities, asserts that “the study of language is in its essence a series of acts of memorizing; whether we are concerned with isolated words, with word-groups, with meaning or with the phenomena of grammar, the fact remains that successful memorizing is the basic of all progress. - *The Oral Method of Teaching Languages, p.20. Hefter, 1923.*

Elsewhere he elaborates his interpretation of the teaching process by analyzing language psychologically as comprising what he call (a) Primary matter and (b) Secondary matter.

He explains primary matter is an appreciable part of language may be seen from the list of categories it comprises. Summed up they are 1. All vocabulary (simple, compound and derived).

2. (a) All word-group used like single words, e.g. of course, would rather, in spite of, had better. (b) Verb phrases, e.g. go out, come back, get up.

(c) The association of prepositions with nouns, adjectives and verbs, e.g. on Sunday, made of, averse to or from.

3. Idiomatic sentences.

4. A large number of regular sentences for use as model in substitution tables.

Analysis and results

It must be admitted in the light of Palmers formidable list of categories that there is a considerable amount of language is virtually an act of recall, for all constructed sentences conform to conventional patters. Indeed one of the chief causes of error may be (as Palmer points out) the attempt of pupils to construct secondary matter freely before they have absorbed and mastered sufficient primary matter. Memorising therefore is undoubtedly an essential part of the learning process. Nevertheless it would be incorrect to interpret Palmers assertion that the study of language is in its essence a series of acts of memorizing ` as implying that the process is necessarily that of rote learning.

The essential characteristics of language in use are the speed and facility with which the language is received and produced. To be effective there should be little conscious effort but rather the spontaneous use of familiar words and forms. Fluent speech and rapid reading are not simply the application of knowledge; they imply the possession of specific habits; they are in effect a series of unconscious acts of memory. The inculcation of correct language habits is therefore the teachers' chief concern.

For this purpose extent of vocabulary and grammatical knowledge are not the most vital factors. Fluency is a quality attainable within any range of vocabulary and may be absent despite the knowledge of all the words and forms in the language. It would be right therefore to conclude that foreign-language learning is essentially skills, or a series of skills, calling for the assimilation of a considerable

In summary, learning vocabulary is the very important thing that English students should focus on in order to achieve success in learning and in the future work in the field of English.

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