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**IMPORTANCE OF VOCABULARY IN ENGLISH LESSONS*****Khujanova Mastura Ibodullayevna****Lecturer, Department of "Linguistic Support of Intercultural Communication" Faculty of Media and Communication Uzbekistan State World Languages University*

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**ABOUT ARTICLE****Key words:** Linguistics, foreign language, lexicon, Y.A. Kalensky, speech, skill, methodological technology.**Received:** 12.01.2023**Accepted:** 17.01.2023**Published:** 22.01.2023**Abstract:** This article discusses the content and essence of teaching vocabulary in foreign language classes. Also, the scientific features of the importance of the lexicon in language learning are described.

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**INTRODUCTION**

President Mirziyoyev Sh.M. in one of his speeches he said: "Our wise people say, He who knows the language, knows the world. Our great grandfathers set an example in this regard. In particular, our great ancestors, such as Musa Khorezmi, Abu Rayhan Beruni, Abu Ali Ibn Sina, Imam Bukhari, Ahmad Farghani, Mahmud Zamakhshari, Alisher Navoi, conquered the highest heights of world science because of their thorough knowledge of dozens of languages.

The fact that English, Russian, German, French, Spanish, Italian, Arabic, Persian, Turkish, Chinese, Japanese, Korean, Hindi and Urdu languages are taught in depth in the educational institutions of our country today is a clear indication of the continuation of these traditions.

We always support the great interest and aspirations of our young people to learn world languages."

The rapid development of the economic, political and cultural relations of the Republic of Uzbekistan with other countries and interstate integration in the field of education in our country and in the world community required a change in the entire education system and the education of the growing generation.

Currently, problems such as language and culture, the integral role of language and culture in the development of society, and the organization of full interpersonal and intercultural skills are being activated. Today, the culture of communication is of global importance, because the relations, mutual understanding and interaction between individual people and the whole people and countries are based on it.

Vocabulary teaching is the basis of language teaching. Lexicon is a collection of learned and taught words and phrases. It is impossible to teach and learn the types of speech activity without mastering the vocabulary perfectly. It is used as material for speaking activities. Material for speech is very necessary. Speech cannot happen without material. It is possible to understand its content based on the words learned by listening to the English speech. If the student does not recognize the words, he will not get information, the content of the speech will remain abstract. When working on the lexical aspect of listening comprehension, listening and recognition exercises are widely used, because listening and recognizing lexicon also has its own characteristics and difficulties.

The lexical aspect of speech has its own characteristics. Pupils and students cannot speak if they don't know it, and even if they know it, they should be able to put it in place. The lexical aspect of reading is also difficult. A pupil, a student, sees and accepts in his studies. Therefore, in order to get information by reading and understanding, it is necessary to be able to recognize and read words, to know and learn their meaning and content.

It is also necessary to work on the lexical side of the written statement. In order for a student to be able to write meaningful and correct information, it is necessary to be able to write, pronounce and read words. As can be seen from the above, a lexicon is needed for everything. For this reason, the role of the lexicon in teaching speech activities to students is important.

Vocabulary teaching is adapted to the goals and contents of the school and is taught in response to it. This is explained in the foreign language program issued for pupils, students, educational institutions.

Lexicon is the wealth of words in a language, it can be up to 3,000,000-5,000,000. Older educated people know 6,000-1,000,000 words in their mother tongue. They use 1500 to 2500 words in everyday life.

Limitation and infinity create the need to choose. Y.A. Kalensky started the selection in the 17th century with 800 words. Commonly used words of German, English and French were created (1960). 3000 words have been entered into it, and 1000 of them are assets. The words included in the dictionary were selected based on the following principles:

- The principle of connection or connection
- The principle of stylistic non-restriction
- Semantic principle (Nagel, Bolsen)
- Multi-meaningful and understandable words
- Principle of word formation (words with the most meaning)
- The principle of speech
- Common words intended for high school;

Methodological technology - dividing words into types and types according to mastery. It should not be confused with the concept of grouping. Grouping:

- classification by topic;
- it can be by structure;

There are some difficulties in acquiring words:

- Difficulties specific to some words;
- The difference, meaning, usage between foreign language and native language words (Uzbek and Turkish are strong);
- Difficulties between foreign language words (homonyms, homophones, homographs).

Presentation –

Introduction: form-pronunciation, orthography, transcription.

- Meaning (semanticization)
- Application

Methods of revealing the meaning (semanticization): Display with or without translation.

- Subject;
- Movement;
- Picture;
- Drawing;
- Explanation;
- Context;

Types of exercise:

Prescription:

- Mastering cash vocabulary;
- Expansion of vocabulary;
- Forming the skills of noticing, learning and finding;

### **Reproductive**

- Usage and application
- Expression of opinion
- At the reception - recognition.
- In reproduction - application, development.
- Mastery - being able to choose vocabulary freely.
- Free use of vocabulary;
- Acquiring means knowing at the level of skill.

Simple knowledge means remembering the meaning of the word and recognizing the form. The practical goal of teaching a foreign language in secondary schools is to teach students to communicate in this language. In order to communicate in a foreign language, students need to acquire vocabulary. Without mastering the vocabulary of the language, it is impossible to understand or speak at night. Mastering the vocabulary of the language expands students' world view, increases their knowledge of philology.

Words included in the vocabulary of a given language are called lexicon. Lexicon is a constantly developing element of language. It is very difficult to accurately consider the vocabulary of any language because some old words leave the vocabulary and new words are added.

Linguistic features of the English lexicon affect its learning and teaching. If the teacher uses these features positively and productively, it will be easier for the teacher to achieve the goal.

Linguistic features of the English lexicon can be divided into 3 groups:

1. Linguistic features in relation to the English lexicon;

2. Linguistic features resulting from the student or student comparing the lexicon of the English language with the lexicon of the native language;

3. Linguistic features resulting from comparison with the English and Russian lexicons of the student and the native language. Group 1 includes:

1) illegibility of some letters in words. For example: lake, gale.

2) words have multiple meanings. For example: a floor;

3) availability of conversion;

4) letters in some words cannot be read according to the rule:

5) difficult pronunciation of some letters and combinations in English words,

6) having 4 different forms of verbs

Group 2 lexicon also has its own characteristics.

The matching of the meanings of the words in two languages, the mismatching of the main meanings in the two languages, the matching of the additional meanings, the main and additional meanings in the two languages may be correct. When comparing the English lexicon with the Uzbek lexicon, the following features emerge.

1. The meaning of the word in two languages does not correspond to each other: the meaning is narrow in one language, and wide in the other. For example: afternoon - the period from 12 to 18 hours. The meaning here is a broad word in English, but it is difficult to express it in Uzbek.

2. Partial correspondence of one word (meaning) in the native language with the meaning in English.

3. In English, 2 words correspond to the meaning of the word in the native language. For example:  $\text{6on}$  - much, many

4. Words that are not found in the Uzbek language. It is very difficult to describe them in one Uzbek word: doubledecker.

5. The pronunciation of the English word corresponds to the pronunciation of the Uzbek word.

Group 3 lexicon also has its own characteristics:

1. The presence of international words with the same meaning and content in three languages.
2. In English and Russian, the meanings of the words correspond, and in Uzbek they are given by one word.
3. The presence of prepositions in English and Russian, but absent in Uzbek, and they are given to Uzbek through concordances and auxiliary words.

When teaching English vocabulary, it is better for the teacher to understand and take into account the above 3 groups of features.

When teaching the English vocabulary, it is necessary to take into account the language experiences of students (Uzbek, Russian, English).

First, the student learns to pronounce, write, read, listen and understand Uzbek words and speak. As a result of this, the student's ability to express his/her opinion in Uzbek oral and written language will increase, he/she will be able to pronounce similar sounds and words, read, write, and use them in speech. learning, language experience, professional skills are formed.

A pupil, a student can transfer this qualification, skill, and experience to him while learning the English language blindly. This means that the sounds in English words are pronounced without touching the palate as in the native language, although in English they are pronounced on the palate. As a result, the pronunciation and reading of the word turns out to be Uzbek.

The language experience of the student in the Uzbek lexicon affects the teaching of pronunciation, reading, and writing of the English lexicon. This effect will be positive and negative. It helps to learn when there is a positive effect. When it has a negative effect, it causes interference, interferes with learning, confuses.

Teachers themselves should take this into account and teach lexis, find lexical interference, look for ways to prevent it, and tell students in advance. Language experiences play an important role in building solid knowledge and skills. It is impossible to ignore the impact of these experiences.

## **CONCLUSION**

The lesson is the main form of organizing educational activities.

The purpose of the educational activity is to provide students with knowledge and develop speaking skills and abilities in a foreign language; These goals can be specified depending on the nature of the language material and the types of speech activity. The important thing we need is to correctly determine the means of achieving the set goal, to build the relationship between the teacher and the student on the basis of mutual respect, and to organize the lesson.

As L. N. Tolstoy said, "If a teacher respects a student as both a father and a mother, that teacher is better than a teacher who has read all the books but does not love his profession or his students."

It is possible to clarify the requirements for the lesson and the opinions of the students regarding the lesson and the professional training of the teacher by citing the results of some surveys conducted among the students.

A foreign language teacher should always be in demand. Teach students something new in every lesson; it is desirable to try new methods in practice.

H. Palmer believes that 10% of the lessons should be in the native language and the rest in a foreign language, while another scientist, Professor Belyaev B.V., says that it is preferable to have 5-15% of the lessons in the native language and the remaining part in the foreign language. . In this case, the correct selection and application of lexical material plays an important role.

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