

## IMPORTANCE OF VOCABULARY IN TEACHING FOREIGN LANGUAGES

**Shokhista Obidjonova Bakhtiyorovna**

Andijan region Bulakboshi district school №10, teacher

E-mail: [shohistabaxtiyorovna91@gmail.com](mailto:shohistabaxtiyorovna91@gmail.com)

**Baratova Dilafruz**

Andijan region Bulakboshi district school №10, teacher

**Abstract:** The article is devoted to the study of the instruction of vocabulary and its importance in teaching foreign languages, especially in English language classrooms.

**Key words:** vocabulary, content, learning objectives, repetition, hands-on, simple to complex, four skills.

In today's age of science and technology development, the need for language learning has been also increasing. With the spread and development of English around the world, it has become a crucial means of communication among the people of different cultures and languages. In the Decree of President of Uzbekistan Shavkat Mirziyoyev "On Uzbekistan's development Strategy" is mentioned about achieving major improvement in quality of general secondary education, facilitating in-depth study of foreign languages, computer science, and other important and popular disciplines.

We hope that this article will be beneficial to students who want to learn foreign languages. Because vocabulary is central to teaching and learning a language. Without sufficient vocabulary, language learners cannot express themselves and understand others.

The development of vocabulary plays a crucial role for students to impact their academic achievement by meeting language learning objectives. Students need to learn general English vocabulary for communication and they must also learn terms that are specific to the content areas they are studying (Echevarría, Vogt & Short, 2016).

Learning new vocabulary requires some memorization, and learners must also be able to use their newly memorized words in communicative ways in the correct contexts. In order to achieve this balance, teaching must be supported by strategies and activities that actively involve the participants and have the following characteristics:

1. Repetitive
2. Hands-on
3. Progress from simple to complex

#### Repetition

In order to commit new words to long-term memory, a learner must be exposed to several repetitions of the word. The more times a person is exposed to a word, the more likely and quicker he or she will be to reproduce the word on demand. This is especially true if exposures to words are spaced apart in time. Another reason why vocabulary learning requires several different encounters with each word is because there are many layers of information that one must learn in order to truly know a word: “There are numerous things to know about a word, namely its form, its meaning, and its use.

#### Hands-on

Practice impacts our abilities to conduct an experiment and understand the concept, when learners are not given an opportunity to play or experiment with the language, they do not develop the competency to use the language in multiple contexts.

#### Simple to complex

Repetition is essential, but repeating the same activity multiple times will not continue contributing to vocabulary building, because after some time, it will become predictable. To make sure that activities promote learning while being engaging, learners must be exposed to various tasks that are challenging for them. When learners

are first learning a word, recalling the word requires significant mental effort. Therefore, the tasks they do with the words should be simple at this stage. As the learner becomes more and more familiar with a word, recognizing and producing the word represent less and less cognitive load. At this stage, the learner is able to perform more complex tasks while using the new vocabulary.

To summarize, learning happens efficiently in an environment where the learners are given the opportunity to participate and experience things. Thus, activities must not be isolated or happen just once in the classroom. Vocabulary building activities must be brought into the daily routine.

### **REFERENCES:**

1. Echevarria J, Vogt M, Short D 2016 “Making content comprehensible for English learners”
2. Nation P, 2003. “Vocabulary learning and teaching”
3. Jalolov.J.J, Mahkamova G.T “English Language Teaching Methodology”