

**THE IMPORTANCE OF VOCABULARY IN TEACHING ENGLISH AND
METHODICAL ORGANIZATION OF TEACHING ENGLISH
VOCABULARY**

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ABSTRACT

The article provides information about how importance of vocabulary in learning and teaching English and methodical organization. Methodical organization of vocabulary teaching depends on what kind of speech activity it is intended to activate. The article is also pay attention to material for speech, the lexicon of speech, lexical side of the written and lexical side of listening.

Keywords: speech, lexical side of listening, The lexicon of speech, lexical side of the written, lexicology, orthography, transcription, synonym, antonyms, homonym.

To know a language means to master its structure and words. Thus, vocabulary is one of the aspects of the language to be taught in school. The problem is what words and idioms pupils should retain. It is evident that the number of words should be limited because pupils here only 2-4 periods a week; the size of the group is not small enough to provide each pupil with practice in speaking; schools are not yet equipped with special laboratories for individual language learning. The number of words pupils should acquire in school depends wholly on the syllabus requirements. The latter are determined by the conditions and method used. The vocabulary, therefore, must be carefully selected in accordance with the principles of selecting linguistic material, the conditions of teaching and learning a foreign language in school. Scientific principles of selecting vocabulary have been worked out. The words selected should be: 1) frequently used in the language; 2) easily combined (nice room, nice girl, nice weather); 3) unlimited from the point of view of style (oral, written); 4) included in the topics the syllabus sets; 5) valuable from the point of view of word- building (use, used, useful, useless, usefully, user, usage). The first principle, word- frequency, is an example of a purely linguistic approach to word selection. It is claimed to be the soundest criterion because it is completely objective. It is derived by counting the number of occurrences of words appearing in representative printed material comprising novels, essays, plays, poems, newspapers, textbooks, and magazines. The words selected may be grouped under the following two classes (M. West): Words that we talk with or form (structural) words which make up the form (structure) of the language.

Words that we talk about or content words.

In teaching vocabulary practical needs both structural words and content words are of great importance. That is why they are included in the vocabulary minimum. The selection of the vocabulary although important is not the teacher's chief concern. It is only the "what" of teaching and is usually prescribed for him by textbooks and studyguides he uses. The teacher's concern is "how" to get his pupils to assimilate the vocabulary (prescribed) prescribed. This is a difficult problem and it is still in the process of being solved.

Teaching vocabulary is the basis of language teaching. Vocabulary is a collection of learned words and phrases. It is not possible to learn and to become the master of speech activities without mastering the vocabulary. It is used as material for speech activities. Material for speech is very important. There is no speech without the material. You can learn English by listening to the English speech and understanding the meaning of the words that you have already learnt. If the student does not know the words or does not know the meaning of the words, the information will remain unclear and the meaning of the speech will remain unclear. When working on the lexical side of listening comprehension, the ability of the listening to and recognize it is widely used, because listening to and recognizing the lexicon also has its own character and difficulty. The lexicon of speech has its own peculiarities. A student and a pupil cannot speak unless they know about it, even they knew about the lexicon of speech they should be able to put it in its place. The lexical side of reading also makes it difficult to communicate. The student can receive all information from reading by looking every single word. In order to understand their meaning and content, it is necessary to know and understand words beforehand. There is also a need to work on the lexical side of the written statement. The learners must be able to write, pronounce, and read the word so that they can write meaningful and accurate information. From the above, it is clear that everyone needs vocabulary. For this reason, vocabulary plays an important role in teaching students speech activities. Teaching vocabulary should be suitable the goals and objectives of the school. This is described in a foreign language program for students, pupils, and high school learners. Teaching lexical material is a goal and a means to teach speech activities in a foreign language program. The new program sets the minimum number of lexical units for per class. It includes 300 lexical units for Grade 5, 300 lexical units for Grade 6, 250 Lexical units for Grade 7, 150 Lexical units for Grade 8, and 100 Lexical units for Grade 9. In total, 1100 vocabulary units will be taught at the secondary school according to the program requirement. [1.1]The curriculum for academic lyceums and vocational colleges also provides vocabulary numbers. According to the curriculum the learners must be able to use the vocabulary in the types of speech activities that are used in their speech, for understanding, speaking, and writing. ♦ Lexicology is a vocabulary of up to 3,000,000 to 5,000,000. Older educated people know 6,000 to 10,000,000 words in their native language.

However, they use between 1500 and 2,500 words in everyday life. It is necessary to choose between restrictions and infinity. The choice was made by Ya.Kalensky in the 17th century with 800 words. Frequently used words in German, English and French were sorted. (1960). [2.1] 32 Sciences of Europe # 45, (2019) It contains 3,000 words and 1000 of them are active. Glossary words are selected based on the following principles: ♦ The principle of attachment. ♦ The principle of stylistic restraint ♦ Semantic Principle (Nagel, Bolsen) ♦ Meaningful and clear words ♦ The principle of word-making (the most meaningful words) ♦ The principle of speech ♦ Frequently used words for high school students Technology of Methodology - type of words in terms of word processing and sorting by assimilation. It should not be confused with the concept of grouping. Group: ♦ Categorization by topic ♦ May be structured There are some difficulties in word processing: ♦ Difficulties associated with certain words; ♦ Difference between foreign language and native words meaning and usage. For example: “Uzbek -zo’r and Turkish-zo’r” Difficulties between foreign words (homonym, homophone, homograph). • Presentation - Introduction: Form-pronunciation, orthography, transcription ♦ Meaning (semantics) ♦ Using Methods of Explanation(semantization): With translation-without rendering ♦ Subject ♦ Movement ♦ Picture ♦ Drawing ♦ Synonym ♦ Antonyms ♦ Homonym ♦ Explanation ♦ Context Exercise- to develop lexical skills: Demonstrate use of the word; Type of Exercises: Recipe: - Development of the vocabulary - Expand the dictionary content - To develop the skills of noticing, realizing, finding Reproductive: - Use and usage - Make a comment In reproduction - usage, processing Mastering is a free choice of vocabulary - Free use of vocabulary; - To master, to learn - to know at a skill level. Simple cognition means remembering the word, recognizing the form. The main purpose of teaching foreign languages in secondary schools is to teach students how to communicate in this language. Students must possess vocabulary in order to be able to communicate in a foreign language. Without mastering the vocabulary of the language, it is impossible to understand or speak at that language. Acquiring a new vocabulary of language enhances the students' worldview and increases their knowledge of philology. The overall structure and history of the vocabulary of a language and the words in a vocabulary of a particular language are studied in lexicology. Vocabulary is a constantly evolving element of language. It is very difficult to accurately calculate the vocabulary of any language, as some of the old words are out of the dictionary and add new words. Methodical organization of teaching English vocabulary In teaching vocabulary, we must first organize methodology. Methodical organization of vocabulary teaching depends on what kind of speech activity it is intended to activate. Methodical organization of vocabulary teaching involves teaching lexical aspects of speech, forming, teaching and automating lexical skills. The following table shows what the methodology of vocabulary teaching involves. –Methodical organization of vocabulary teaching – Selection –Work on vocabulary – Allocation –

Methodological typology — Enter (explain, introduce, teach) — Strengthening — Mastering — Form, Meaning, Usage Teaching lexical aspects of listening, speaking, reading, speaking and writing are very different. Teaching lexical aspects of speech is based on the type of speech activity. Therefore, the method of organizing vocabulary teaching varies according to the type of speech activity. But in any case it is an organizational methodology, selection, distribution, methodological typology, work on the lexicon. Only selection, typology, distribution, forms, types, quality, and content of the work will change. There are difficulties with methodological organization, which we must take into account: 1) time spent in vocabulary teaching; 2) the student's age; 3) for training purposes; 4) for the training phase; 5) teacher training skills; 6) difficulties of the meaning of the word abstract or clear. [3.1] Difficulties in word processing: a) For every word (in form, meaning, in use) b) Connection of English, native language and Russian. Creation of methodological typology of vocabulary is an urgent task of modern methodology. By summarizing the most important types of difficulties encountered in both active and passive vocabulary, we can note the following. Active vocabulary can be used both independently and in auxiliary vocabulary, free and non-fluent use of words, and similar pronunciation and synonyms. There are differences in the way in which grammatical forms are used in English and Uzbek, the differences in meaning between the two languages, but the differences in the meaning and ability to combine words in both languages. In passive vocabulary it is a syllable of words, multiple meanings, and the use of one word in the basic Sciences of Europe # 45, (2019) 33 and auxiliary, in direct and portable terms, in English. The pronunciation similarity of the words of the language, and the similarity of the English words to their native words, even if they differ in meaning, is taken into account in methodological typology. Teaching students can identify and characterize students' vocabulary and difficulties that may arise prior to assimilation (in some cases and in comparison with Uzbek). Then, each method will be taught how to select the appropriate method, methods, ways and exercises. As a result, the nature of each word is taken into account, with little time to learn. This applies to each word separately for each type, without the use of a particular method, path, or exercise. [4.1] English vocabulary is taken separately and compared with Uzbek vocabulary, which provides a methodological typology for the use of meaning and form. For example: a map, a pen, a pencil, a table, to see, to like, to want; The difficulty of teaching a map, a pen, a pencil, a table is that the pupils can see them with their own eyes or through the picture, so they have some difficulties with the words see, like, and want as it is more difficult to show them in a picture, and here it is better to show it by action. So there are two ways to divide these 8 words into 2 types: 1) the images or the subject matter and 2) we use the methods of demonstration. There are 2 ways to use vocabulary typology: Way 1: a) according to the word form b) according to the meaning Comparison of English and native words G. Palmer, H. R. Hughes, R. Lado, S. Porakova, N. V.

Nikolayev, M. Latushkina, S. Kalinina worked in this direction. Way 2: take into account the difficulty of using words in spoken language. In these case we take into account the ability to combine words, as well as the function of speech. Charles Frieze, Maurice and Yakushina worked in this direction. 3 Types of typology of vocabulary problems in recent times by Professor Berman: a) on the form and meaning of lexical units in Russian and foreign languages; b) the foreign language vocabulary being studied by its nature; (c) directs the speakers of other languages to listen and speak a foreign language. A person knows about four times as many words as he can use in his speech. Adult educated people speak 6,000 to 10,000 words in their native language. The vocabulary used by people in everyday life, conversations, and messages is from 1500 to 2,500 words in European languages. It can be concluded that people use a limited number of vocabulary in their native language. Time spent learning a language is strictly limited. In secondary school, the vocabulary that students need to learn must be identified. The students should learn selected vocabulary. This vocabulary is referred to as the lexical minimum in the methodology. Lexical minimum choice has a long history.

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