

THE FOUNDATION OF FLUENCY: THE IMPORTANCE OF VOCABULARY IN TEACHING ENGLISH

Jalolova Aziza Bakhridin kizi

Student of University of Information Technology and Management,

Karshi, Kashkadarya, Uzbekistan

Annotation: This article delves into the crucial role of vocabulary in teaching English as a Second Language (ESL), highlighting its impact on communication, comprehension, and overall language proficiency. It explores various aspects of vocabulary acquisition, emphasizing the need for diverse learning strategies, engaging activities, and a focus on contextual understanding to build a robust vocabulary foundation.

Keywords: Vocabulary, ESL, EFL, Second Language Acquisition, Language Proficiency, Communication, Comprehension, Fluency, Reading, Writing, Speaking, Listening, Contextual Understanding, Vocabulary Acquisition Strategies, Assessment, Curriculum Design.

Vocabulary is the cornerstone of any language, providing the building blocks for communication, comprehension, and overall language proficiency. In the realm of English as a Second Language (ESL) education, vocabulary acquisition is paramount to achieving fluency and effectively navigating the nuances of the English language. This article explores the profound importance of vocabulary in teaching English, examining its impact on various language skills and highlighting strategies to enhance vocabulary development.

The foundation of teaching languages is the study of vocabulary. An individual's learnt words and phrases make up their vocabulary. Without acquiring vocabulary, it is impossible to learn and become proficient in speech activities. It serves as a resource for speaking exercises.

Content for speeches is crucial. Without the content, speech cannot exist. By listening to English conversation and comprehending the meaning of the words you have already learned, you can learn the language. The information will stay confusing and the speech's meaning will remain confused if the student does not understand the meaning of the words. 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.

Speech lexicon has unique characteristics of its own. Without knowledge, a student or learner cannot communicate; even if they are aware of the vocabulary of speech, they should be able to use it in its proper context. Additionally, the lexical aspect of reading makes communication challenging. By closely examining each word in the text, the student can learn everything there is to know. It is essential to have prior knowledge of and comprehension of words in order to comprehend their meaning and content.

Additionally, the written statement's lexical component has to be improved. To create relevant and accurate information, students need to be able to write, pronounce, and read the word.

It is evident from the foregoing that vocabulary is necessary for everyone. Vocabulary is crucial for teaching pupils speaking tasks because of this. Vocabulary instruction should align with the school's aims and objectives. A foreign language curriculum for students, learners, and

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high school students describes this. In a foreign language program, teaching lexical content is both an aim and a method of teaching speech actions.

The new software establishes a lexical unit minimum for each class. comprises 250 vocabulary units for Grade 7, 150 vocabulary units for Grade, and 100 vocabulary units for Grade 9, as well as 300 vocabulary units for Grade 5. In total, 1100 vocabulary units will be taught at the secondary school according to the program requirement. 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.

A vocabulary of up to 3,000,000–5,000,000 is known as lexicology. In their original tongue, older, more educated persons may recall between 6,000 and 10,000,000 words. In contrast, people employ roughly 1500–2,500 words per day in their daily lives. One must make a decision between limitations and infinite. Ya. Kalensky made the decision in the seventeenth century using eight hundred words. French, English, and German terms that are frequently used were arranged. 1960.

Prior to teaching vocabulary, approach needs to be organized. The type of speech action that vocabulary instruction is meant to elicit determines how it should be methodically organized. The formation, instruction, and automation of lexical abilities are all part of the methodical organization of vocabulary teaching. Lexical features of speech are also taught.

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 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.

Vocabulary Acquisition: A Multifaceted Process:

1. Active Learning. Vocabulary acquisition is not passive. Learners must actively engage with words through repeated exposure, contextual understanding, and purposeful practice. This involves reading, listening, speaking, and writing activities that reinforce vocabulary acquisition.
2. Contextual Understanding. Words rarely exist in isolation. Learning vocabulary in context enhances understanding and retention. Learners should encounter words within

meaningful sentences, paragraphs, and narratives, fostering deeper comprehension and application.

3. Developing Semantic Networks: Building a robust vocabulary involves connecting words semantically. Learners should explore relationships between words, such as synonyms, antonyms, and word families, to enhance comprehension and recall.

Strategies for Effective Vocabulary Instruction:

- a) Diverse Learning Activities. Engage learners through a variety of activities, such as word games, puzzles, vocabulary quizzes, discussions, debates, role-plays, and creative writing exercises. Incorporate different learning styles to cater to diverse learners.
- b) Meaningful Context. Present vocabulary in meaningful contexts, such as stories, articles, videos, and real-life scenarios. This fosters understanding and connects vocabulary to practical applications.
- c) Repeated Exposure. Promote repeated exposure to vocabulary through different modalities. This could involve reading texts, listening to audio recordings, watching videos, and engaging in conversations that reinforce vocabulary acquisition.
- d) Learner-Centered Approach. Encourage learners to take ownership of their vocabulary learning. Provide them with resources, tools, and opportunities to explore their own interests and expand their vocabulary independently.

Approximately four times as many words as a person can speak are known to him. Adult learners can speak between 6,000 and 10,000 words in their mother tongue. In daily life, discussions, and messaging, people employ between 1500 and 2,500 terms from European languages in their vocabulary. It can be inferred that people only employ a little vocabulary in their mother tongue. Learning a language takes a limited amount of time. The vocabulary that pupils must learn in secondary school must be determined. Selected vocabulary should be taught to the pupils. In the technique, this vocabulary is called the lexical minimum. The history of lexical minimal choice is extensive.

To sum up, vocabulary acquisition is an essential aspect of successful ESL teaching, laying the foundation for communication, comprehension, and overall language proficiency. By embracing a multi-faceted approach, incorporating diverse learning strategies, and fostering a love for language, educators can empower learners to build a robust vocabulary, unlock fluency, and confidently navigate the world of English. As vocabulary serves as the foundation of language, its mastery unlocks a world of opportunities for learners, enabling them to connect, communicate, and succeed in a globalized world.

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