

THE ROLE OF VOCABULARY IN ENGLISH LANGUAGE.

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Abstract: In this article we have looked at the difference between teaching language structure and teaching vocabulary. We have discussed how counts of frequency alone are not enough to determine what words should be taught. We have seen that knowing a word means more than just knowing its meaning. Even that is problematical since meaning includes sense relations and context, for example.

Keywords: Vocabulary, teaching vocabulary, learning vocabulary.

Practically in every foreign language lesson we work on expanding vocabulary, over each specific word on a given topic. When working with the word, a certain system of actions is needed not only from the teacher, but also from the students. They are visual view of the word (visualization), sound perception (repetition of the teacher or speaker), written perception (writing the word to the dictionary, preferably in phrases and sentences). In my class, I try to ensure that every student should understand that memorizing words would not be mechanical, that every word should be understood, correctly pronounced, read and written. This is facilitated by the correct and rational selection of techniques for working with vocabulary. Teaching vocabulary is the basis of language teaching. Lexicon is a collection of learned, formulated phrases and vocabulary [2, 160]. It is impossible to track or study the types of speech activity without having perfect vocabulary used as talking material. The material is very important for speech. If there is no material, the conversation will not take place. You can listen to English language and understand its content based on what you are learning [3, 262] If a student does not know the words, he cannot get information, and the content of the conversation remains unclear. 1. There is a whole set of techniques for introducing lexical items: - The introduction of nouns by demonstrating the designated objects or their images in the picture. - Introduction of the verb with the help of illustrative movements or actions, facial expressions, pantomimes, etc. - Introduction of adjectives by displaying various objects or their images of pronounced quality (color, size, shape, picture, pattern). - Introduction of numerals using pictures with different numbers of objects, as well as hours, calendar, table, schedule. - Introduction of pronouns with the participation of trainees (personal and possessive pronouns), using the position of various objects in the room, the corresponding pictures. - Introduction of prepositions using the correlation of objects in the class, special illustrations, on which the objects are arranged differently. - Introducing interjections using playable situations or cartoon comics. - The introduction of collective words using words with specific meanings (cucumbers, tomatoes, vegetables) - Introduction of linguistic-cultural words with the help of description, interpretation of realities, the use of relevant visual materials. (photographs, pictures) Introduction of new words based on already known (complex words) by performing the necessary language operations, analysis and explanation. 2. It is necessary to use repeating exercises for more effective memorization of vocabulary. - Read the words by inserting the missing letters. - Find the words in a crossword puzzle. - Find the words in chain word. - Insert the missing letters in the words. - Check the knowledge of words and phrases from each other. - Read the list of words, placing the words in alphabetical order. - Group new words in parts of speech. 3. Contribution of forming communicative competence of students' preparation in training exercises based on working with texts: - Find in the text the words related to this topic. - Replace one of the sentence members with the words given. 45 ▪ European science № 1 (43)

- Write down the words from the text according to certain characteristics (with prefixes, suffixes, compound words) - Find in the text words with a common root. - Find in the text a combination with the specified word. - Find new words in the text. - Guess the meaning of words similar to the Russian, and check the accuracy of the guesses in the dictionary. - Group words by analogy (for example, uniform verb control, the formation of compound words and phrases). - Write the words from the text with a common root. - Spread a compound word into components. - Make a letter analysis of the word. 4. At the stage of training and fixing vocabulary substitution and constructive exercises are very important. - Fill in the blanks in the titles with words from the list. - Change the appropriate words or phrases instead of pictures in sentences. - Replace the Russian words in the sentence with English. - From the list of copies pick up the missing lines to the characters. - Correct in the underlined words. - Make a dialogue using a set of replicas. - Make as many sentences as possible from the word set. 5. You must use the following type of exercise to enhance vocabulary in speech. - Listen to the dialogue; make a similar on the same topic, using this vocabulary. - Describe the picture using keywords. - Make a story plan. - Using key words think the end of the story. - Make a dialogue based on keywords. - Listen, relying on keywords, audio text, make a plan and retell the text. 6. Testing of vocabulary can be carried out on the example of the following exercises: - Insert the missing (nouns, verbs, adjectives, prepositions, articles) in the sentences, and use the keywords. - For the following words, select from the list provided (synonyms, antonyms, etc.) - Match the words with the images in the pictures. - Check the correct names of the pictures. Correct the errors noted. - Choose the appropriate phrases for the pictures. - Correct errors in the following sentences. - Guess the word denoting (for example, a sport), based on the number of specified letters. - Combine the characters depicted in the pictures using the words given in the list (seller-buyer, teacher-student) - Using a set of letters write down all the items shown in the picture. When learning the vocabulary of the English language, it is necessary to take into account the level of students' knowledge of Uzbek, Russian and English and good results can be achieved if interactive methods are used more effectively in teaching vocabulary. Different kinds of games are good motivation for memorizing vocabulary in English lessons, especially at the level of primary general education. These can be association games. Word webs or spider games. In general, our memory is arranged according to the principle of a camera: a picture, a flash, a fix. Words associated with something are remembered very well. For example, in the seventh grade, students could not remember the verb "to leave", confusing with the verb "to live". We pronounced it and used it in sentences for many times. Well, they did not remember. But as soon as I began to call them with their "favorite word", they immediately remember it and even the three forms of the "leave-left-left" verb. European science № 1 (43) ▪ 46 Category list (a list of words related to a particular class of items). "Back to the board". We divided group into two teams. One student from the team goes to the board and turns his back. Another opposing team writes words on a topic on the board. The team that should help their member guess the words is explained with facial expressions or suggestive words (we wash our hands in it – a sink). The winner will be the team that guessed more words. Games with words: Favorite game of children is "shifters". i, p, u, p, l - pupil "Word thieves". We read the text on a specific topic, for example, "The Seasons". Students listen to the text and write down the words on the subject. You can divide the group into teams and compare lists of word; you can finish the game by reading the text which you have listened to.

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