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## VOCABULARY ORGANIZATION AND ITS ROLE IN LANGUAGE LEARNING

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*Abstract. The article discusses the importance of vocabulary in teaching and learning English and the methodical organization of vocabulary teaching. It is shown that the methodical organization of vocabulary teaching depends on the type of speech activity it is intended to develop. Particular attention is paid to the methodological typology of lexical difficulties, the selection of the lexical minimum and its criteria, the ways of presenting and semantizing new words and the types of lexical exercises, as well as to vocabulary as material for speech and to the lexical side of listening, speaking, reading and writing.*

*Keywords: vocabulary, lexical minimum, methodical organization, methodological typology, selection criteria, semantization, lexical side of listening, lexical side of speaking, lexical side of writing, synonyms, antonyms, homonyms.*

## LUG'AT BOYLIGINI TIZIMLASHTIRISH VA UNING TIL O'RGANISHDAGI ROLI

*Annotatsiya. Maqolada ingliz tilini o'qitish va o'rganishda lug'atning ahamiyati hamda leksikani o'qitishni metodik tashkil etish masalalari yoritilgan. Leksikani o'qitishni metodik tashkil etish qaysi nutq faoliyati turini rivojlantirishga qaratilganiga bog'liq ekanligi ko'rsatib berilgan. Leksik qiyinchiliklarning metodik tipologiyasi, leksik minimumni tanlash va uning mezonlari, yangi so'zlarni tanishtirish va semantizatsiya qilish usullari, leksik mashqlar turlari, shuningdek, nutq materialini sifatidagi lug'at hamda tinglab tushunish, gapirish, o'qish va yozuvning leksik tomoniga alohida e'tibor qaratilgan.*

*Kalit so'zlar: lug'at, leksik minimum, metodik tashkil etish, metodik tipologiya, tanlash mezonlari, semantizatsiya, tinglab tushunishning leksik tomoni, nutqning leksik tomoni, yozuvning leksik tomoni, sinonim, antonim, omonim.*

## ОРГАНИЗАЦИЯ ЛЕКСИКИ И ЕЕ РОЛЬ В ИЗУЧЕНИИ ЯЗЫКА

*Аннотация. В статье рассматриваются значение лексики в обучении и изучении английского языка, а также вопросы методической организации обучения лексике. Показано, что методическая организация обучения лексике зависит от того, на развитие какого вида речевой деятельности она направлена. Особое внимание уделяется методической типологии лексических трудностей, отбору лексического минимума и его критериям, способам введения и*

*семантизации новых слов, типам лексических упражнений, а также лексике как материалу речи и лексической стороне аудирования, говорения, чтения и письма.*

*Ключевые слова: лексика, лексический минимум, методическая организация, методическая типология, критерии отбора, семантизация, лексическая сторона аудирования, лексическая сторона говорения, лексическая сторона письма, синоним, антоним, омоним.*

## INTRODUCTION

In the methodology of teaching a foreign language, language material is one of the areas studied in detail. To express a thought in speech or to understand the expressed thought, it is required to be able to use language material. In modern teaching practice, the concept of language material is interpreted in two different senses: (1) a set of lexical, grammatical, phonetic, and other linguistic units; (2) a set of units selected from the language system based on educational goals, called the language minimum, which is considered foreign language material for students. [2.1]

Vocabulary teaching forms the foundation of language instruction. Vocabulary may be defined as the body of words and word combinations a learner has acquired. Without mastering it, a learner can neither study a language nor fully perform any type of speech activity, since vocabulary serves as the very material of speech.

The aim of this article is to consider the methodical organization of teaching English vocabulary, the methodological typology of lexical difficulties, the principles of selecting the lexical minimum and the stages of work on vocabulary in relation to different types of speech activity.

## MATERIALS AND METHODS

The material of the study comprised the works of Uzbek and foreign methodologists on teaching foreign language vocabulary (J.J. Jalolov, G.T. Makhkamova, Sh.S. Ashurov, S.F. Shatilov and others), as well as the English language program for general secondary schools. Theoretical analysis of methodological literature, comparison, generalization and systematization of the views of scholars on the selection, typology and teaching of vocabulary were used as the main research methods.

## RESULTS

### *1. Methodical organization of teaching English vocabulary*

The teaching of vocabulary should begin with its methodical organization, the character of which is determined by the type of speech activity to be developed. Such organization embraces teaching the lexical aspects of speech as well as forming, developing and automating learners' 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

The lexical aspects of listening, speaking, reading and writing differ considerably, and teaching them depends on the type of speech activity concerned. Consequently, the way vocabulary teaching is organized varies from one activity to another. Nevertheless, its core components always remain the same – methodical organization, selection, distribution, methodological typology and work on vocabulary; what changes is the selection itself, the typology, the distribution, as well as the forms, types, quality and content of the work. The following factors complicate methodical organization and must be taken into account: 1) the time allotted to vocabulary teaching; 2) the age of learners;

3) the learning objectives; 4) the stage of instruction; 5) the teacher's professional skills; 6) the abstract or concrete nature of a word's meaning. [4.1]

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.

## *2. Methodological typology of vocabulary*

By summarizing the most important types of difficulties encountered in both active and passive vocabulary, we can note the following.

In active vocabulary, difficulties arise from the independent and auxiliary use of words, their free or restricted combinability, similarity in pronunciation and synonymy. Further difficulties stem from the differences between English and Uzbek in the use of grammatical forms, in word meanings and in the combinability of words.

In passive vocabulary, the difficulties concern the syllabic structure of words, polysemy, and the use of a word in basic and auxiliary functions as well as in direct and figurative meanings. Methodological typology also takes into account the similarity in pronunciation between words of the target language and the resemblance of English words to native words that differ from them in meaning.

The teacher can identify and characterize the vocabulary to be learned and the difficulties that may arise before it is assimilated (in some cases by comparison with Uzbek). After that, appropriate methods, techniques and exercises are chosen for each type of word. As a result, the nature of each word is taken into account and less time is needed to learn it, because each type of word is taught by the method, technique or exercise that suits it best. [5.1]

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.
3. *The lexical side of speech activities*

Material for speech is of primary importance, since speech cannot exist without it. A learner can understand English speech by listening to it and recognizing the meanings of words learnt earlier. If the words or their meanings are unknown, the information and the meaning of the utterance remain unclear. Therefore, in working on the lexical side of listening comprehension, the ability to hear and recognize words is widely developed, as aural recognition of vocabulary has its own specific features and difficulties.

The lexical side of speaking also has its own peculiarities: learners cannot speak without knowing the necessary words, and even when they know them, they must be able to use them in the right place. The lexical side of reading likewise presents difficulties: to obtain information from a text and to understand its meaning and content, the reader must know and understand its words in advance.

Work on the lexical side of writing is also necessary: learners must be able to spell, pronounce and read a word in order to convey meaningful and accurate information in writing.

From the above, it is clear that everyone needs vocabulary. For this reason, vocabulary plays an important role in teaching students speech activities.

#### 4. *The lexical minimum and the principles of its selection*

A person understands roughly four times as many words as he or she actively uses in speech. Educated adults use 6,000 to 10,000 words in their native language, whereas

everyday communication in European languages relies on only 1,500 to 2,500 words. Thus, even in the native language people use a limited vocabulary. Since the time available for learning a foreign language is strictly limited, the vocabulary that pupils must learn at secondary school has to be clearly defined. This selected vocabulary is called the lexical minimum in methodology, and the question of its selection has a long history.

Vocabulary teaching should correspond to the goals and objectives of the school, which are defined in the foreign language programs for pupils of schools, academic lyceums and colleges.

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.

♦ The vocabulary of a developed language studied by lexicology comprises hundreds of thousands of words, yet educated adults know about 6,000–10,000 words in their native language and use only 1,500–2,500 of them in everyday life.

One of the well-known Uzbek methodologists, J.Jalolov, put forward the following ideas regarding the selection of vocabulary. The concept of the term "selection" in methodology is familiar to teachers. However, this concept has not been scientifically and methodologically defined. The phenomenon of creating a microsystem intended for the student's study of the language macrosystem based on criteria developed in science is called methodological selection. When starting to select the lexicon, the methodologist

uses the following methodological concepts: "source of selection," "selection criteria," "selection unit."

The source of selection is understood as the "selection" of the forming lexical minimum from the language system. Usually, the linguistic minimum, including the vocabulary, is selected from the speech of the studied language. More precisely, the active minimum is selected from paired speech in literary works or from a recorded phonogram of colloquial-literary speech.

The passive minimum is selected based on collections (fragments) from written literature. Active vocabulary is taken from live speech and used in the student's oral speech, while passive vocabulary is selected from written sources and intended for use in the student's written speech.

Some authors include the source of selection in the concept of a selection event. The active part of the school minimum of foreign language vocabulary consists of about 1000 lexical units. On this basis, passive lexical units are selected again in accordance with the school educational conditions. The volume of vocabulary depends directly on the number of study hours.

Selection criteria refer to the measures and indicators used to determine the value of the lexicon. Three categories of criteria are used in connection with each other: calculation criteria, methodological and linguistic criteria.

Calculation criteria are a means of achieving fair indicators of word usage, which include criteria of frequency of use and prevalence. The meaning of the term multiple use refers to the total number of words used in the source. Widespreadness refers to the number of sources that contain this word.

It has been scientifically proven that when used together, they yield positive results. Accordingly, the prevalence criterion is the first. Additionally, the criterion of the availability of words (French: *dispoisibilité*) can be used (this criterion was first used by M. West, and in the fifties of the last century, it was creatively refined by French

methodologists R. Mischa and J. Hugenheim using the audiovisual method). Its essence is the criterion for choosing the words that are in the mind of the speaker.

The second category consists of criteria used to determine the purpose of teaching and speech topics. Among them, in addition to the consideration of topics, one can find criteria for describing concepts and semantic significance.

The remaining selection criteria belong to the third group. These are the criteria accepted in such names: combination of words, the possibility of word formation, polysemy, stylistic unlimitedness, delimitation (isolation) of synonyms and participation in sentence formation. According to the combination criterion, it is required that the chosen word can be combined with others as much as possible. According to the word-formation criterion, the number of derivative units from them should be large. Special attention is also paid to the choice of polysemous words. Unrestrictedness in style is understood as a criterion for selecting words used in all types of speech activity and on various topics, rather than those used in a narrow circle. Only some of the synonymous words or a single member of the synonymous series are selected. It is also recommended to select auxiliary words that are necessary for the structure of foreign language sentences. [3.1]

A balance has to be found between a limited vocabulary and the practically unlimited lexicon of a language. As early as the 17th century, J.A. Comenius limited his selection to 800 words. Later, the most frequently used words of German, English and French were systematized (1960). [2.2]

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

5. *Work on vocabulary: presentation, semantization and exercises*

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.

## DISCUSSION

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 this 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 typologies 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.

In language teaching methodology, it is known that the most frequently used words of the first millennium allow for the comprehension of 80% of the content of a medium-difficulty text, while the second millennium increases this possibility by 8–10%, the third by 4%, and the fourth and fifth by only 2%. Two thousand basic words are enough to extract 85–90 percent of the information from the text.

However, as noted above, we are talking about lexicon that is specially selected according to existing scientific criteria.

## CONCLUSION

The main purpose of teaching foreign languages at secondary school is to enable pupils to communicate in the language, which is impossible without a sufficient vocabulary: without mastering the vocabulary of a language one can neither understand nor speak it. In addition, acquiring new vocabulary broadens learners' outlook and enriches their philological knowledge.

Lexicology studies the overall structure and history of the vocabulary of a language and the words that constitute it. Vocabulary is a constantly developing component of language; it is extremely difficult to count the words of any language precisely, since some old words fall out of use while new ones enter the dictionary.

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