The Importance of Vocabulary in English Teaching Methodology

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Abstract: This scientific article provides information on the organization of the English language teaching methodology and the management of water resources.
Key words: vocabulary, obstacles, techniques, methods, scope of tasks, problems, solutions.

A rich vocabulary in any language indicates the level of intellectual development of a person. People with vocabulary are considered intelligent, creative, more successful. In fact, people with vocabulary find a job faster, move up the career ladder more easily and successfully, and this competence in this field can be fully attributed to the native language and the foreign language being studied. As T. S. Komarova noted, «filling up the vocabulary has a positive effect on the formation of the grammatical structure of oral speech and helps to master the spelling rules of prepositions and adverbs during school education» [2, 154 -page]. «The result of the research conducted by the American-Brazilian joint group revealed interesting results.
What hinders vocabulary development?
During our work, we identified a number of factors that hinder the development of vocabulary. Thus, the presence of a good dictionary, a well-established and learned vocabulary does not mean that a student can know a foreign language well, learned words. It is not enough to help students improve their vocabulary and to encourage mechanical memorization of the translation of words.
A basic level of English is available; it corresponds to a vocabulary of 850 words. It is considered sufficient for everyday communication.
Perhaps students need more activities that help them acquire new vocabulary and develop skills that allow them to deepen their knowledge. To help the student, you need to understand what is the obstacle in mastering new words. In order to enrich the vocabulary, in the process of learning new words, you need to overcome 4 main obstacles:
1. Scope of the task. The number of words to learn is huge. Therefore, learning 100 words at a time is impossible and very difficult for everyone. Therefore, memorize 4-5 of the presented words per day.
2. Difference between spoken and written English. Words in written English (especially the literary language that students encounter in textbooks and other books of the school curriculum) are significantly different from spoken English, not to mention spoken English. Students learning English as a foreign language, as well as native English speakers, rarely use literary language in everyday life.
3. Limitation of the information given in the sources, giving information about the words. Dictionaries do not always provide useful information about a word. A good dictionary should not only give the translation of a word, give several meanings of the translation, but also show examples of how to use this or that word correctly.
Unfortunately, not all dictionaries provide accurate and precise information, and therefore English language learners find them uninformative and misleading. If a student uses a bilingual dictionary, it is easier for him to understand the meaning of the translation, because such dictionaries offer many translation options, but it is more difficult to remember all the meanings of the word. And if a bilingual dictionary offers only one translation option, then the probability of correct translation, understanding of the task, sentence is very small, this serves as a negative motivation in learning a foreign language in general and in particular in mastering vocabulary. Can do.In our opinion, using an explanatory dictionary is the best alternative for an advanced English student.
4. Difficulties in using words. Knowing the word does not mean
Just knowing the translation of a word or memorizing dictionary definitions. Even if the student knows the translation and definition of the word, it still does not mean anything, because many teachers have faced

such a problem: the student knows the translation of the word, but cannot understand the essence of the sentence. In addition, he does not guarantee that he can use these words independently during written work or in oral speech.

The difference is in teaching spoken and written English.

Spoken English, especially spoken English (everyday speaking), is much more simplified than written speech. This is because the speaker has a variety of speech tools at his disposal. In particular, these are gestures, intonation, facial expressions and things that are not used in writing. In addition, a conversation between peers or friends does not require specific formulas, explanations, etc., because the meaning of the conversation is clear at the level of gestures and facial expressions. The context-and-broader-apperception base is general and often does not require the use of words at all.

The main task in teaching written speech, and especially in teaching literary English, is to develop the skills of correct choice of words. It is interesting that sometimes the speech of children is richer than that of teenagers, because the language used in children's literature is richer than that used on television, especially in meaningless shows that lead the younger generation to decline.

The difference between spoken and written English can cause serious problems for students learning English: after all, a lack of vocabulary may not be supported by successful acquisition of spoken language. For example, children of immigrant parents can be very successful in everyday speech in less than two years. However, the acquisition of literary language may take a long time for these children. If the teacher takes into account the time factor, that is. The difference in the time required to achieve oral fluency and corresponding competence in the area of written English will allow for more effective instruction for students who have problems understanding the literary language presented in textbooks.

Learning the vocabulary of a literary language can also be a very difficult process for native English speakers. For example, words such as 'renovate', 'restore', 'elude', which are rarely used in everyday speech, can be found in textbooks for seventh graders. Children cannot be trusted to adequately understand and use the words they encounter in school just because English is their first language.

Thus, in our opinion, literary vocabulary should be gradually introduced into the learning process, because it will be difficult to master a large volume of words. If possible, visual materials should be used as widely as possible, especially accompanying pictures, or you can give examples, make a series of sentences using contextual links to update the meaning. Incorporating a song with these word(s) into the lesson plan is very effective. All of this, as mentioned above, helps students develop associative sequences and broader associative memory.

I want to go into more detail about the use of context in vocabulary acquisition, as well as some of the intricacies of word usage. Students can learn a large number of words through reading. Even if the book is slightly above the student's level of knowledge, it is possible to guess the meaning of the word without looking at the dictionary.For example, one of the advantages of determining the meaning of a word from the context is that often without the use of a dictionary you can easily guess the meaning of a word, and if the word is encountered several times in the book, it will stick in the memory for a long time. . At the same time, the probability that the word will be repeated often in the context (especially if it is a real text) is not always great.

Using vocabularies, word formation features, and context requires word understanding and flexible thinking that most people don't have. Experience shows that rarely do students with poor language skills resort to reading books or succeed in determining the meaning of a word using morphemes. Often they use vocabulary early.

Difficulty using words.

What does «word knowledge» mean? Usually, when we talk about knowing a word, we mean knowing its meaning. But knowing the dictionary definition does not mean that you can use the word freely in spoken or written language and understand its meaning if you encounter it in a text.

It is also necessary to constantly explain to students that the meaning of a word changes depending on the context, as in Russian. At the same time, of course, it is necessary to pay attention to the fact that the contextual relations are different in different languages, which is connected with the specific features of the

national perception of the world. For example, see how the meaning of the word changes in different sentences:
He gave Frank 5 dollars. – He gave Frank $5.
The doctor gave the child an injection. – The doctor injected the child.
Note that perfect contextual links are built in Russian and Kazakh.
Although both sentences involve an act of transfer, not all students are able to distinguish the meaning independently based only on the information provided by the dictionary. Undoubtedly, the development of many options presented only in literary texts allows us to perceive the completeness of the meanings of words.
Some ways and means to increase vocabulary.
Reading. Reading books, magazines, newspapers, etc. Should be started with books that are easy to understand and provide information about the interests of the students based on their age, hobbies, etc. If the book contains phrases, statements that are liked by students, they should be read aloud several times, written down in notebooks specially allocated for this purpose. If students read the statement aloud, they are more likely to remember it better. After that, it is recommended to use this statement as often as possible in your speech, so that it is fixed in memory and becomes familiar to students' speech.
You need to pay attention to the inflection in which the word is used. The more students know about a word, the faster and better they remember it. Students should also pay attention to how it is used with other words, always matching with other words. This immediately affects the beauty of speech.
Here are some suggestions for vocabulary development for students. Communicate with different people. In communication, information is always exchanged. During communication, we fill our vocabulary from the arsenal of the interlocutor, the word of exchange appears between them.
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Write. Try to rewrite a story, article, chapter from your favorite book. Try to replace the words with synonyms. If you do not know the synonym of this or that word, write it in your notebook.
Solve the crosswords. You can use this feature on the go. It is also recommended to listen to audiobooks on the way.
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Everyone understands the importance of constantly enriching vocabulary, and therefore every teacher tries to find interesting materials, exercises, programs, devices, lesson websites for preparing homework. Enriching the vocabulary of requirements for really necessary actions is not so difficult. If you devote 30 minutes to lessons every day using the above methods, students, and therefore teachers, will be successful in acquiring vocabulary.

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