



DEVELOPING NEW WORDS BUILDING THROUGH VOCABULARY

Sirojiddinova Shahribonu

Ilmiy rahbar: Toshkent kimyo xalqaro universiteti kimyo international university in tashkent

Jalolova Sabrina

Muallif: Toshkent kimyo xalqaro universiteti kimyo international university in tashkent english education -222

Abstract: *The purpose of this article is to present the teaching and learning English Vocabulary. Vocabulary is heart of a language. It is the most important element of language. Vocabulary is the main part which supports learning English skills comprising writing, reading speaking and listening, especially for non-native learners the importance of vocabulary, its types, selection criteria, size and depth and teaching principles were found unclear. The present article seeks to respond to such challenge . To achieve the mentioned goals, we did a systematic review to previously related studies and theories. The results showed that the vocabulary was found to be more functional as a bases for communication a reflection of social realty, emotion booster and academic ability predictor.*

Introduction: The dictionary used for a long time, helps to improve oral speech in language learning. Vocabulary is an important and very necessary part of learning English Vocabulary is an important area of research and discussion. That is why language learners cannot communicate fluently without knowing the vocabulary when learning a language, students should focus on vocabulary . Studies show that motivations help a student learn a language. From the point of view of psychology the ability to learn language can be clearly defined of different levels from basic to advanced and difficult levels. Motivation can play a big role in this process the concept of motivation, proven in various research results, is accompanied by the importance of vocabulary as the core of language. Understanding of the importance of vocabulary is based on learning a foreign language learners need to enrich their vocabulary and develop their linguistic repertoire by increasing their by increasing their vocabulary. However, learning vocabulary especially the spelling pronunciation, and correct use of words is difficult for an English speaker who faces problems related to guessing the meaning from the content, several researchers have studied English vocabulary skills in the Indonesian context. One of the studies done shows that out of 30 participants only 10 % at the 2000 word level and only 6% at the 3000 word level are classified as masters and the rest do not reach any level. How to improve students acquisition of new words is a constant challenge faced by many teachers at the university level English proficiency and academic language skills fall curriculum expectations, deference types of strategies can be used to help students improve their vocabulary. It is important for language learners to have more teacher directed exercises



and activities over a language period of time so that more direct instruction is provided to the vocabulary. Language teachers may be aware of many new discoveries in English grammar, but they need to help students learn new words and expand their vocabulary and develop their linguistic repertoire. However, learning vocabulary, especially the spelling, pronunciation, and correct use of words is difficult for English speakers who have problems with guessing the meaning from the context. There may be many reasons for such difficulties. For example, some studies conducted in Saudi Arabia highlighted the wrong practices adopted in teaching and learning English. Al-Seghoyun states that teachers in Saudi Arabia follow traditional methods in teaching English. They use more than the students' mother tongue in the lesson, which causes the students' low performance. Despite some shortcomings in teaching and learning strategies, the demand for English in Saudi Arabia has increased dramatically. Students need to go beyond vocabulary to prove that they are competent users of English. Words are the tools students use to think, express ideas and feelings, and explore and analyze the world around them. A limited vocabulary prevents them from expressing their thoughts and feelings. On the other hand, a large and rich vocabulary gives them the right words to use at the right time. One aspect of English language skills is the ability to master vocabulary. Vocabulary is the totality of words contained in a language. Based on this theory, it can be said that vocabulary is an essential element of linguistic competence.

Literature review

The process of learning vocabulary is still unclear since it requires different elements of knowing a word. Knowing that the process of learning vocabulary is progressive in nature leading to continuity, vocabulary knowledge is often considered an essential tool for second language learners because a limited vocabulary in a second language hinders successful communication. Despite the different materials and methods used, the literature on previous studies reports some common findings regarding the vocabulary behavior of L2 learners. First, students' vocabulary skills are often insufficient. Not knowing how to use the dictionary, students stop looking as soon as possible, skip to the beginning of the entry and choose one of the first meanings instead of going through all the meanings. Second, vocabulary behavior appears to be related to language skills. Advanced learners prefer to answer without consulting, but do well at finding the target words if they look for them. Weaker students need more words, but do not benefit from vocabulary because of their poor lexical skills. Thus, the frequency of search queries is not linearly related to the number of correct answers. Vocabulary learning aids in language acquisition, the development of students' reading skills, and is useful for reading comprehension. Vocabulary learning involves four stages: discrimination, comprehension, memorization, and consolidation and expansion of meanings. Vocabulary knowledge is often considered an essential tool for second language learners because a limited vocabulary in a second language hinders successful communication. In emphasizing the importance of vocabulary acquisition, Schmitt emphasizes that lexical knowledge is essential for communicative



competence and second language acquisition. The important of vocabulary is demonstrated every day in and out of school. In the classroom, the most successful students have the most appropriate vocabulary.

Method

This study uses mixed methods qualitative and quantitative with a descriptive qualitative method of case study research design to describe and analyze English vocabulary learning strategies for vocation students. Qualitative methods consist of data collection and analysis activities. Next, the quantitative descriptive method in the form of a simple statistical description presents data on the frequency of types of language learning strategies used by vocational students. The main purpose of the present study is to investigate the role of vocabulary size in reading comprehension among Saudi EFL learners. The independent variable of the study is vocabulary size whereas the dependent variable is reading comprehension. Therefore, the design of this study is correlational as it aims to investigate the relationship between two variables.

Conclusion

The present study reveals a positive correlation between vocabulary size and reading comprehension. Vocabulary size is considered an important predictor of the ability to understand written texts and they are closely related. Based on the results of this study, some pedagogical implications can be suggested for the learning and teaching of English as a foreign language. One of the key steps to consider is that teaching vocabulary should go beyond the surface level. This work aims to highlight the importance of vocabulary learning as an essential element of foreign language learning. Although neglected for many decades, in the 1980s it became a research topic. Lexical knowledge is essential for communicative competence and constitutes a barrier to learn.