

## PROBLEMS OF TEACHING AND LEARNING VOCABULARY

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### Abstract

A language's vocabulary is a collection of words and phrases. Students are able to effectively express themselves clearly and in detail when they are taught vocabulary in a way that enables them to have a large, comprehensive word knowledge as well as an understanding of the meanings of the words.

**Keywords:** vocabulary, problems in learning vocabulary, new words, vocabulary learning skills.

Generally speaking, vocabulary is the understanding of words and their meanings. Vocabulary, on the other hand, is more complicated than this definition suggests. First, there are two kinds of words: written and oral words that we know and use when we are speaking and listening are included in our oral vocabulary. The words we know and use in writing and reading are included in our print vocabulary. Second, there are two kinds of word knowledge: productive and receptive. Words that we are familiar with when we hear or see them are included in our receptive vocabulary. Words that we use in writing and speech are included in our productive vocabulary. Most of the time, receptive vocabulary is larger than productive vocabulary, and it may include many words to which we give some meaning, even if we don't know their full meanings or ever use them in writing or speech. In education, the term "vocabulary" is used in a variety of contexts, adding complexity. For instance, the term "sight vocabulary" may be synonymous with "beginning reading vocabulary," which refers to a set of the most prevalent English words that young students must be able to quickly recognize when they see them printed. However, vocabulary typically refers to the "hard" words that students encounter in content area textbook and literature selections for upper elementary and secondary school students. For the purposes of this article, vocabulary is defined as knowing the meanings of words in both printed and spoken language, as well as in productive and receptive forms. To be more specific, I refer to the kinds of words that students need to know in order to comprehend increasingly difficult text. To get started, let's take a close look at the reasons why learning this kind of vocabulary is necessary for reading comprehension. A person needs to have a strong vocabulary if he wants to say something, read something, listen to something, or be something. To understand what is actually being said, teaching vocabulary requires cultivating a clear

understanding of the words. Students must be able to use phrases and sentences to apply this knowledge in the real world. They won't be able to say what they want to say if you just repeat words like a parrot. We have taught them virtually nothing if we simply use a series of words and hope that they stick. We need to figure out what each word means in order for them to fit together, build sentence structure (grammar), and produce complete ideas and expressions. In the year 1955, Robert Lado wrote about difficulty patterns in vocabulary instruction. He talked about important things about words, the native language factor, and patterns. He even looked at the difficulty patterns of vocabulary items in French, Spanish, and Mexico. He stated that when dealing with vocabulary, different types of classes of words in relation to the function of the language and their form, meaning, and distribution should be taken into consideration. He stated that words differ in form, meaning distribution, and classification across languages. He made it clear that these differences might cause difficulties with vocabulary. Knowledge of words and their meanings is called vocabulary. The understanding of a word implies not only its definition but also its place in the world. Simply put, vocabulary is the capacity to comprehend the meaning of words and use them appropriately.

The fact of the matter is that students require a variety of exposures to a word before fully comprehending it and being able to apply it. They must also learn words in context, not from weekly lists that change. Reading and then reading some more is, of course, the method by which we learn words implicitly or in context. Knowledge of vocabulary is not something that can ever be completely mastered. It is something that grows and gets more complicated over a lifetime. Vocabulary instruction involves much more than simply looking up words in a dictionary and using them in sentences. Indirect exposure to words and explicit instruction in particular words and word-learning strategies both play a role in the acquisition of vocabulary, which can be accidental or deliberate.

It was decided that there isn't a single method for teaching vocabulary that is based on research. Using a variety of direct and indirect vocabulary teaching strategies is suggested. Specific word instruction, choosing words to teach, rich and robust instruction, word-learning strategies, using dictionaries, morphemic analysis, cognate awareness, and contextual analysis are all components of intentional vocabulary teaching. Vocabulary acquisition through explicit instruction is highly effective. Students should be explicitly taught specific words and word-learning strategies to intentionally build their vocabulary. Specific word instruction ought to be robust in order to enhance students' understanding of word meanings. Strong vocabulary learning occurs when vocabulary is seen in rich contexts provided by authentic texts rather than isolated vocabulary drills. This kind of instruction usually doesn't start with a definition because knowing what the word means usually makes it possible to give one. Teaching a rich and robust vocabulary requires more than just understanding

the definitions; It encourages students to use words, consider their meanings, and form connections between words.

According to research, there are more words to learn than can be taught directly in even the most ambitious vocabulary education program. Students are provided with the tools necessary to independently determine the meanings of unfamiliar words that have not been explicitly introduced in class through explicit instruction in word-learning strategies. Any assistance provided by such strategies can be useful because students encounter so many unfamiliar words while reading.

Utilizing a dictionary, morphemic analysis, and contextual analysis are all examples of word-learning strategies. Cognitive awareness is also an important strategy for students whose native language shares cognates with English. Students learn about the multiple meanings of words and the significance of selecting the appropriate definition for the context through dictionary use. The process of deriving a word's meaning from its meaningful parts, or morphemes, is called morphemic analysis. Root words, prefixes, and suffixes are examples of such word parts. The process of inferring the meaning of an unfamiliar word from the text that surrounds it is known as contextual analysis. Teaching students to use both general and specific types of context clues is typical of instruction in contextual analysis.

Linguists looked at a way to make it easier for students to explore, store, and use vocabulary words. They determined the function of vocabulary instruction and the ways in which teachers can assist their students. He emphasized strategies for self-directed independent learning that could include formal practices, functional practices, and memorizing. He suggested that the instructor should devise tasks and activities to assist students in expanding their vocabulary and devise methods for students to learn the vocabulary on their own. Vocabulary instruction must be understood in terms of the following when teaching vocabulary skills. Reading vocabulary is essential for comprehending both the context and the content of reading materials, including books, flyers, and school textbooks. Verbal and speaking vocabulary: From pre-school to high school, children have accumulated a vocabulary list of words that are used in general conversations and more specific ones. Writing vocabulary teaches students how to write everything from simple sentences to complex research papers and reports. Vocabulary building through active listening: in the first few grades, students learn new words through active listening. Depending on the student's intention to learn and use new words and the teacher's ability to facilitate the learning of new words, vocabulary words gained from active communication increase or decrease as students move from grade level to grade level.

Developing word consciousness, or an interest in and awareness of words, is a more general strategy for assisting students in expanding their vocabulary. Word awareness isn't the only aspect of vocabulary instruction; It must be taken into consideration on a daily basis. It can be developed in a variety of ways at any time: through word play,

research on word origins or histories, and encouraging adept diction. "If we can get students interested in playing with words and language, then we are at least halfway to the goal of creating the sort of word-conscious students who will make words an interest for the rest of their lives. It is very effective to have multiple exposures in various settings. Multiple exposures to a word's meaning is one principle of effective vocabulary learning. When students frequently encounter vocabulary words, their vocabulary grows significantly. Students probably need to see a word multiple times before they can remember it well in the long run. This does not imply merely repeating or practicing the word, but rather seeing it in various contexts. To put it another way, it is essential that students receiving vocabulary instruction have opportunities to encounter words on a consistent basis and in a variety of contexts.

An effective language teacher can use integrated or selected vocabulary activities. All of this depends on the students' ability, level of comprehension, and interest. There is no quick fix or method for improving vocabulary in a few days. The vocabulary bank of a student can be gradually expanded, and one should always show a keen interest in, and enthusiasm for, discovering, and comprehending new words. I have come to the conclusion that teaching students' vocabulary skills can include strategies that use the various types of vocabulary instruction to create word context, content, meaning, and application. These strategies will be beneficial and powerful as the student develops an understanding of the significance of words and how they can be used.

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