



## “Teaching vocabulary in ESP classes”

**Tursunova Muxabbat  
Ikromovna**

Samarqand davlat chet tillar instituti

PhD, v.b., dotsenti

Telefon raqam: +998979102319

Email: Muxabbattursunova1988@gmail.com

### ABSTRACT

Language is our primary source of communication. It is the method which we share our ideas and thoughts with others. One of the common day-by-day developing language is English. English is often referred to as a "world language" of the modern era because it is widely spoken and also essential to the field of education. And the role of vocabulary in learning English language is big. Vocabulary can play the important role as a foundation in learning foreign language. As Johnson O'Connor said that vocabulary is a tool that can grasp thoughts of others. Without vocabulary, we can not only understand and explain our expressions.

### Keywords:

Language, Vocabulary

Many different effective ways are creating and presenting in teaching language to the new generation in order to bring up qualified specialists. Teaching vocabulary is a vital part of any language course. Who has good vocabulary, that learner is able to think more deeply, express themselves better, and can have ability to learn new thing quickly. Garred Beck's remark is relevant observation at this point: "Words are labels for the things we see and the things we feel. Without such labels we are lost or at least confused."

Today, in our country, much attention is paid to English as well as many other developments. It can be seen people's interests for learning foreign language and creating the necessary conditions for the training of highly qualified specialists at the international standards. Today the president of Republic of Uzbekistan Shavkat Mirziyayev is paying great attention to the study of foreign languages, and has adopted a number of resolutions.

As we know, it is not enough knowing only one language for taking information. Knowing foreign language is today's demand and requirement. So, we should find useful, simple and effective ways of learning foreign

languages, they are all up to us, teachers of foreign languages. Essence of professional orientation of education is to form professional quality of person. Nowhere, we can teach foreign language as professionally orientated. Foreign language is taught generally in all non-linguistic educational institutions. In these institutions, teaching of foreign language has special character, and it demands special curricula and method of teaching.

Vocabulary is one of the fundamental part through that a language is taught. Person could speak when a good word store has. Vocabulary can be defined, roughly, as the words we teach in the foreign language.

A teacher can only facilitate learning. The learner is the nucleus of the whole process of instruction; and his age, previous learning experiences, aptitudes, interests, the time he devotes to the learning of a foreign language and other socio-economic factors determine the suitability of the curriculum, course materials and methods of teaching. Any instruction that does not take into consideration the imperative needs of the learners, fails to achieve the desired objectives. It is therefore obvious, that the decline in the standard of English in different

countries is the consequence of inadequacies of various degrees and at various levels of their educational system.

Educationists and teachers are not clear about the specific objectives of teaching English or the methods to be adopted to make English-teaching more meaningful and effective<sup>1</sup>. The so-called foundation course is a misnomer, because it neither lays the foundation, nor aids in the construction of the superstructure. It is only by examining the needs of the learners according to their priorities, that general goals can be translated into more specific claims of what the language course should set out to achieve. In framing a heavily content-based syllabus, academicians seem to be acting on the assumption that teaching literature will automatically help the acquisition of language skills. Here again, we can see that the paradox persists. While the aims of teaching literary master pieces are high, the achievements continue to be low. What is the use of teaching the lofty works of Shakespeare and Milton, when our students are unable to speak or write even simple English correctly?

Of the four language skills, vocabulary is not only one of the most difficult but also the most important. Ironically, however, the most important skill remains the most neglected and the least significant of our pedagogical concerns. The main purpose of teaching foreign language in different non-philological institutions: each specialist shouldn't learn some language but, she or he should have free communication and should develop his/her profession in the field of learning it. Each subject has to try to develop their professional skills and sub skills. Perfect specialists who know foreign languages are very important for our country for taking its own place among the countries of the world.

We should study both theoretical and practical approaches of teaching vocabulary. Moreover, knowing the vocabulary selecting criteria is significant for an effective learning.

According to psychologists, human beings learn the life experiences by words, because thoughts are made by words. Word is a central unit of a language: language first of all is the system of

words. The main practical aim of teaching vocabulary in schools and secondary schools is to form the pupils' vocabulary skills as a basic component of all the language activities. But when we speak about vocabulary we shouldn't forget that vocabulary and words are not the same.

Learning a new language is basically a matter of learning the vocabulary of that language. Not being able to find the words you need to express is the most frustrating experience in speaking another language. Of course vocabulary is not the whole of the language. The system of the language (its 'grammar' or 'structure') is also important: how the plural is formed, how past tense is signified and so on.

Nevertheless it is possible to have a good knowledge of how the system of a language works and yet not be able to communicate in it; whereas if we have the vocabulary we need, it is usually possible to communicate.

Anyone who learns a new language is likely to recognize more words than he can produce. It is difficult to produce a word correctly. One has to pronounce or spell it in the right way, use it in the correct grammatical form, use it appropriately with the correct words coming before and after it and so on. It may therefore be important for a teacher to decide which words she wishes the students to produce correctly. These words form the 'productive' or 'active (productive)' vocabulary. The teacher also should decide which words she wishes her students merely to recognize. These words form the 'receptive' or 'passive (receptive)' vocabulary. Producing (speaking or writing) words in the target language makes much greater demands on the learner. Of course in productive vocabulary, the learner has an advantage in that he is able to choose which word he wishes to use: whereas in receptive vocabulary (as in listening or reading) he has to handle whatever language the speaker or writer uses.

The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and one or the other will be

<sup>1</sup>[Pike K. L. Linguistic research as pedagogical support.](#)— 1980. -Pp.40-43.

perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that both these aspects are accurately presented and learned. Another point is **grammar**. The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same time as we teach the base form. When teaching a new verb, for example, we might give also its past form, if this is irregular (*go, went*), and we might note if it is transitive or intransitive. Similarly, when teaching a noun, we may wish to present its plural form, if irregular (*foot, feet*), or draw learners' attention to the fact that it has no plural at all (*advice, information*). We may present verbs such as *want* and *enjoy* together with the verb form that follows them (*want+to do, enjoy+doing*), or adjectives or verbs together with their following prepositions (*wait for, listen to*). The collocations typical of particular items are another factor that makes a particular combination sound "right" or "wrong" in a given context. So this is another piece of information about a new item which it may be worth teaching. When introducing words like *decision* and *conclusion*, for example, we may note that you *take or make* the one, but usually *come* to the other; similarly, you *throw a ball but toss a coin*; you may talk about *someone being dead tired but it sounds odd to say \* dead fatigued*. There are following stages of formation of the vocabulary skills while teaching process.

### The List Of Used Literature

1. Jalolov J.J. Chet til o'qitish metodikasi. - T.: O'qituvchi, 2012
2. Durkin, Diane Bennett Vocabulary in the disciplines. New york: random house. 1994
3. Griffin, C. Williams. Teaching vocabulary in all disciplines. San francisco: josser-bass inc., publishers. 1997
4. Karliner, A. Report on the problems of subject a/ composition program. San Diego, university of California. 1998