

IS IT WORTH TEACHING VOCABULARY?

Khamroeva Sanobar Hasan qizi

The Teacher of History and Philology Department
Asia International University
Bukhara, Uzbekistan

Email: hamroyevabuxduinyaz@gmail.com

<https://doi.org/10.5281/zenodo.10477441>

Abstract. *This article discusses the importance and value of teaching vocabulary in educational settings. It explores the benefits of vocabulary instruction and examines different approaches and strategies for effective vocabulary teaching. The author presents arguments supporting the inclusion of vocabulary instruction in curricula and highlights the impact of a robust vocabulary on reading comprehension, writing skills, and overall academic success. Additionally, the article acknowledges potential challenges and offers suggestions for overcoming them. Overall, it advocates for the significance of teaching vocabulary and emphasizes its role in fostering language development and enhancing learning outcomes.*

Keywords: *Vocabulary teaching, educational settings, benefits of vocabulary instruction, approaches and strategies, reading comprehension, writing skills.*

СТОИТ ЛИ УЧИТЬ СЛОВАРЬ?

Аннотация. *В данной статье обсуждается важность и ценность преподавания лексики в образовательных учреждениях. В нем исследуются преимущества обучения словарному запасу и рассматриваются различные подходы и стратегии эффективного обучения словарному запасу. Автор представляет аргументы в пользу включения обучения словарному запасу в учебные программы и подчеркивает влияние обширного словарного запаса на понимание прочитанного, навыки письма и общий академический успех. Кроме того, в статье признаются потенциальные проблемы и предлагаются предложения по их преодолению. В целом, он пропагандирует важность обучения словарному запасу и подчеркивает его роль в содействии развитию языка и улучшению результатов обучения.*

Ключевые слова: *обучение лексике, образовательная среда, преимущества обучения лексике, подходы и стратегии, понимание прочитанного, навыки письма.*

Introduction

This thesis is an attempt to determine the efficacy of teaching vocabulary through games at the primary level. It was done practically and comparatively. The sample population for this study consisted of forty ninth-grade students from the private school "Shree Martyrs Memorial English Boarding School, Biratnagar." The students were pre-tested to determine their level of proficiency. They were placed into two groups based on the odd-even ranking of their pre-test performance. After separating them into two groups, one group was taught using a gaming technique, while the other used a traditional technique. Following the completion of the teaching after twenty lessons, the post-test was conducted using the same pre-test items. The results of both pre-tests were then compared to determine the efficacy of the two procedures.

This thesis is divided into two chapters. The first section discusses the general background of the study, a review of related literature, the objectives of the study, methodology, data

procedures, the significance of the study, and data interpretation based on the differences in average score in percentage of each group in pre-test and post-test. The group with the highest percentage increase has been deemed superior. In addition, the t-test is employed to determine statistical significance.

Chapter four contains the findings and recommendations based on data analysis and interpretations, revealing that the group taught by focusing on game technique fared much better.

INTRODUCTION

This study is about the 'Effectiveness of Teaching Vocabulary through Games for Primary Level'. Introduction consists of general background, defining vocabulary, types of vocabulary, aspect of vocabulary, importance of teaching vocabulary, effectiveness of teaching vocabulary, advantages of games in teaching vocabulary, aims of games in teaching vocabulary, games in presenting the meaning of new vocabulary item, review of related literature, objective of the study, significance of the study.

Background Information

Humans have a species-specific and species-uniform possession of language.

It is the most sophisticated and powerful kind of human communication. The use of language accumulates and stores immense knowledge in various sectors of human activity. It is the universal language for communicating thoughts, feelings, ideas, and emotions. The majority of the world's operations, such as conveying human culture, literature, political and diplomatic actions, and human achievements, are carried out through language.

According to Chomsky (2002, p.2), "the topic of language is a particular state, of human brains that seeks to unearth the nature and properties of linguistic states, their development and variety, and their basis in innate biological endowment." This embodiment aids in determining the close approximate among persons across a wide range." Language, according to Wardhaugh, is "what the members of a particular society speak."

"Language is a purely human and non-extinct method of communicating ideas, emotions, and desires through a system of voluntarily produced symbols," writes Sapir (1978, p.8). Language is defined in the Encyclopaedia Britannica (Vol. 13:696) as "a system of conventional, spoken, and written symbols through which human beings interact and communicate as members of a social group and participants in a culture." According to Richards and Rodgers (1999, p. 169), "Language is a system of communication that consists of the structural arrangement of sounds into larger units such as morphemes, words, and phrases."

According to the definitions of language given above, it is widely agreed that language is a complex human phenomenon whose primary function is communication. Language, on the other hand, is a tool of communication that humans employ to express their thoughts and feelings. It is a method of human communication that uses an organised arrangement of sounds to generate bigger units, such as morphemes, words, and sentences. Language learning is communication learning, and all components of communicative competence should be considered. It is a complicated system made up of at least six parts: phonology, morphology, syntax, lexicon, speech acts, and discourse. Language is entirely voluntary, as well as architecturally complex. It's one-of-a-kind and inventive. Human personality is expressed through language. It's a type of social behaviour.

According to the above-mentioned definitions of language, it is widely accepted that language is a complicated human phenomenon whose fundamental function is communication. Language, on the other hand, is a tool used by humans to convey their thoughts and feelings. It is a way of human communication that use a structured arrangement of sounds to produce larger units of communication such as morphemes, words, and sentences. Language acquisition is communication learning, and all aspects of communicative skill must be taken into account. It is a complex system comprised of at least six distinct components: phonology, morphology, syntax, lexicon, speech acts, and discourse. Language is completely optional and architecturally complicated. It is unique and imaginative. Language is used to express human individuality. It is a social situation.

On the other hand, there are numerous languages spoken throughout the world. Furthermore, some languages are no longer spoken but only exist in written form. To exchange ideas, all languages are employed. So, from this perspective, they are all equally essential. In this sense, some languages are official, standard, national, and non-standard, and others are international from a functional standpoint. It is apparent that English is the most important language in the competitive world of the twenty-first century. Because of scientific and technological advancements, English has now become the world's lingua franca for communication purposes.

Defining Vocabulary

Language consists of vocabulary items and grammar rules. Vocabulary is the most important aspect of language; without it, no language can exist in the world.

Vocabulary is the foundation of language. Thus, each language is made up of vocabulary items that serve as the primary means of communicating ideas. The more vocabulary items we have, the more we may express ourselves in various domains. Vocabulary pieces are extremely significant in any language.

The entire quantity of words in a language is referred to as its vocabulary. Synonyms for vocabulary include lexicon and lexical elements. The lexicon is defined as a mental inventory of words as well as productive and derivational processes. Various authors define the term vocabulary differently. "Vocabulary refers to a set of lexemes, including single words, compound words, and idioms," write Richards et al. (1985, p. 307). Similarly, Harmer (1991, p.133) states, "If language structures are the skeleton of language, then vocabulary functions are the vital organs and flesh."

Similarly, Wilkins (1972, p. 111) asserts that "without grammar, very little can be conveyed, and without vocabulary, nothing can be conveyed." As a result, the most important part of language is vocabulary. Vocabulary is a tool for exchanging ideas, thoughts, and emotions. We cannot convey our ideas and thoughts if we do not have grasp of the word. It is the fundamental building block of language.

Types of Vocabulary

Different criteria might be used to categorise vocabulary. In terms of vocabulary categories, Harmer (1991, p.159) distinguished between active and passive vocabulary. "Active vocabulary refers to vocabulary that has been taught to learn and that learners are expected to understand, pronounce, and use constructively in speaking and writing," he explains.(p.160) According to Harmer (ibid), "passive vocabulary refers to words that students recognise when they occur in

context but are unlikely to be able to produce." Similarly, Richards et al. (1985, p 61) divide words into two categories: content words and function words.

They go on to describe content terms as "words that refer to a thing, quality, state, or action and have meaning in isolation." (P.63) demonstrates that content words can exist alone in a phrase. According to Richards et al. (ibid), "function words are words that have little meaning on their own but show grammatical relationship in between sentences."

Harmer (1991, p.133) categorised language into two categories based on meaning types: concrete and abstract. Concrete vocabulary is used when a word relates to an object with a certain shape, such as a table or a chair. It is considered abstract vocabulary if it refers to something that has no specific shape, size, or measurement and is entirely based on your personal imagination, such as love or beauty.

Recommendations

The researcher discovered the experience of two different techniques (game technique and traditional classroom technique) in vocabulary teaching and has been forced to state that game technique in vocabulary teaching can truly be more effective than traditional classroom techniques from several perspectives that have already been discussed in the preceding chapter. There is a need for strategic strategies for improvement at the elementary level in order to improve vocabulary instruction.

Few English teachers may use the game strategy to teach vocabulary items in the classroom. The guidelines that follow are based on data from teaching and achievement in a vocabulary test.

REFERENCES

1. Adhikari, S.R. (2005). The effectiveness of teaching vocabulary through games. M. Ed Thesis, Department of English, TU, Kathmandu.
2. Bhandari, B.M.(1996). A textbook on fundamentals of language and linguistics. Kathmandu: Vidhyarthi Pustak Bhandar.
3. Bhattarai, A. (2000). Some useful techniques for widening vocabulary repertoire of the learner. Journal of NELTA, Vol.5 No. 1 Bhattarai, G.R. A Thematic Analysis of research reports. Kathmandu: Ratna Pustak Bhandar.
4. Ollomurodov Arjunbek Orifjonovich. (2023). Metaphoric Analysis of "The Kite Runner" by Khaled Hosseini. American Journal of Language, Literacy and Learning in STEM Education (2993-2769), 1(10), 573–578. Retrieved from <https://grnjournal.us/index.php/STEM/article/view/2175>
5. Ollomurodov Arjunbek Orifjonovich. (2023). LANGUAGE AND SOCIETY IN CINEMATIC DISCOURSE. International Journal Of Literature And Languages, 3(12), 44–50. <https://doi.org/10.37547/ijll/Volume03Issue12-09>
6. Ollomurodov, A. (2023). COMPARATIVE ANALYSIS OF THE TRANSLATION OF CONCEPTUAL METAPHORS IN UZBEK AND ENGLISH. Modern Science and Research, 2(12), 608-614.
7. Orifjonovich, O. A. (2023). The Main Features of Conceptual Metaphors in Modern Linguistics. American Journal of Language, Literacy and Learning in STEM Education (2993-2769), 1(9), 365-371.

8. Ollomurodov, A. (2023). CINEMA DISCOURSE ANALYSIS AND THEORETICAL FOUNDATIONS IN LINGUISTICS. *Modern Science and Research*, 2(10), 500-505.
9. Sulaymonovna, Q. N., Tashpulatovna, K. M., & Orifjonovich, O. A. (2023). COGNITIVE AND LINGUOCULTURAL CHARACTERISTICS OF. *VOLUME*, 3, 30-35.
10. Sulaymonovna, Q. N., & Orifjonovich, O. A. (2023). XOLID HUSAYNIYNING ASARLARI TARJIMALARIDA KONSEPTUAL METAFORALAR TALQINI VA.
11. Ollomurodov, A. (2023). MULTIDISCIPLINARY AND INTERDISCIPLINARY STUDY OF METAPHOR. *Modern Science and Research*, 2(9), 136-139.
12. Orifjonovich, O. A. (2023). METAFORANING KO'P TARMOQLI VA FANLARARO O'RGANILISHI.
13. Orifjonovich, O. A. (2023). KINODISKURS LINGVISTIK SISTEMANING BIR QISMI SIFATIDA. O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI, 2(23), 208-211.
14. Orifjonovich, O. A. (2023). Cognitive-Discursive Approach to the Analysis Of Film Discourse. *International Journal Of Literature And Languages*, 3(10), 25-31.
15. Sulaymonovna, Q. N., Tashpulatovna, K. M., & Orifjonovich, O. A. (2023). COGNITIVE AND LINGUOCULTURAL CHARACTERISTICS OF METAPHORS. *Finland International Scientific Journal of Education, Social Science & Humanities*, 11(3), 849-854.
16. Sulaymonovna, Q. N., & Orifjonovich, O. A. (2023, May). XOLID HUSAYNIYNING ASARLARI TARJIMALARIDA KONSEPTUAL METAFORALAR TALQINI VA TAHLILI. In *Integration Conference on Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes* (pp. 147-150).
17. Sulaymonovna, Q. N., & Orifjonovich, O. A. (2022). KONSEPTUAL METAFORALARNING LINGVOMADANIY HAMDA KOGNITIV XUSUSIYATLARI VA TIL TARAQQIYOTIDA TUTGAN ORNI. *Scientific Impulse*, 1(3), 594-600.
18. Sulaymonovna, Q. N., & Orifjonovich, O. A. (2022). KONSEPTUAL METAFORALARNING LINGVOMADANIY HAMDA KOGNITIV XUSUSIYATLARI VA TIL TARAQQIYOTIDA TUTGAN ORNI. *Scientific Impulse*, 1(3), 594-600.
19. Shokir o'g'li, S. U. (2023). MAHALLANING JAMIYAT IJTIMOYIY TARAQQIYOTIDAGI O'RNI. *Научный Фокус*, 1(6), 369-371.
20. Sadullayev, U. (2023). ABOUT THE EMERGENCE OF THE CONCEPT OF NEIGHBORHOOD. *Modern Science and Research*, 2(12), 722-727.
21. Sadullayev Umidjon Shokir O'g'li. (2023). THE IMPORTANCE OF THE MAHALLA SYSTEM'S REFORMATIONS IN NEW UZBEKISTAN. *International Journal Of History And Political Sciences*, 3(10), 25-30. <https://doi.org/10.37547/ijhps/Volume03Issue10-05>
22. Sadullayev Umidjon Shokir o'g'li. (2023). The History of the Creation and Formation of the Neighborhood. *American Journal of Language, Literacy and Learning in STEM*

- Education (2993-2769), 1(10), 480–485. Retrieved from <https://grnjournal.us/index.php/STEM/article/view/2142>
23. O'gli, S. U. S. (2023). ELUCIDATION OF ISSUES OF THE HISTORY OF BUKHARA GUZARS IN OA SUKHAREVA AND HER STUDIES. *International Journal Of History And Political Sciences*, 3(11), 30-35.
24. Sadullayev, U. (2023). ABOUT THE EMERGENCE OF THE CONCEPT OF NEIGHBORHOOD. *Modern Science and Research*, 2(12), 722–727.
25. Shokir o'gli, S. U. (2023). The Essence of State Policy on Youth in New Uzbekistan. *American Journal of Language, Literacy and Learning in STEM Education (2993-2769)*, 1(9), 554-559.
26. Sadullayev,U. (2023). THE ROLE OF THE NEIGHBORHOOD IN RAISING A SPIRITUALLY MATURE GENERATION. *Modern Science and Research*,2(10),488-493.
27. Sadullayev, U. (2023). O'zbekistonda xotin-qizlarga berilayotgan e'tibor: mahalla boshqaruvida xotin-qizlarning roli. In *Oriental Conferences* (Vol. 1, No. 1, pp. 551-556). OOO «SupportScience».
28. Sadullayev, U. (2023). THE ROLE OF THE NEIGHBORHOOD IN THE SOCIAL DEVELOPMENT OF SOCIETY. *Modern Science and Research*, 2(10), 755-757.
29. Shokir o'gli, U. S. (2023). MILLIY QADRIYATLARIMIZ ASROVCHISI. *Journal of new century innovations*, 35(1), 79-80.
30. Sadullayev, U. (2023). THE ROLE OF WOMEN IN NEIGHBORHOOD MANAGEMENT IN UZBEKISTAN. *Modern Science and Research*, 2(9), 132-135.
31. Karimova, G. (2023). SKIMMING AND SCANNING. *Modern Science and Research*, 2(9), 334-335.
32. Karimova Go'zal Ikhtiyorovna. (2023). MASTERING THE ART OF EFFECTIVE SPEAKING AND READING: STRATEGIES FOR IMPROVING SPEAKING AND READING SKILLS. *International Journal Of Literature And Languages*, 3(10), 32–38. <https://doi.org/10.37547/ijll/Volume03Issue10-06>
33. Qurbonova N.R., & Karimova Guzal Ikhtiyorovna. (2023). DEVELOPMENT OF FANTASY GENRE IN 20TH CENTURY. *Intent Research Scientific Journal*, 2(5), 1–5. Retrieved from <https://intentresearch.org/index.php/irsj/article/view/68>
34. Karimova, G. (2023). DEVELOPMENT OF FANTASY GENRE IN 20TH CENTURY. *Modern Science and Research*, 2(10), 67–71. Retrieved from <https://inlibrary.uz/index.php/science-research/article/view/25307>
35. Karimova, G. (2023). DEVELOPMENT OF LITERARY CRITICISM IN ENGLISH LANGUAGE IN 20TH CENTURY. *Modern Science and Research*, 2(10), 411–413. Retrieved from <https://inlibrary.uz/index.php/science-research/article/view/25308>
36. Karimova Go'zal Ikhtiyorovna. (2023). Valuable Teaching Methods for ESP Classes as a Key to Development of Students Knowledge. *American Journal of Language, Literacy and Learning in STEM Education (2993-2769)*, 1(9), 372–377. Retrieved from <https://grnjournal.us/index.php/STEM/article/view/1515>

37. Shodiyeva, M. (2023). SOCIOLINGUISTICS AND IDENTIFICATION IN THE CLASSROOM. *Modern Science and Research*, 2(12), 494-498.
38. Adizovna, S. M. (2023). Code-Switching and Multilingualism: Exploring the Dynamics of Language use in Uzbekistan. *American Journal of Language, Literacy and Learning in STEM Education (2993-2769)*, 1(9), 549-553.
39. Shodieva, M. (2023). UNDERSTANDING SOCIOLINGUISTIC APPROACH IN THE ENGLISH CLASSROOM. *Modern Science and Research*, 2(10), 64-68.
40. Zayniddinovna, T.N. (2021). The Image of the Eastern Ruler in the Works of Christopher Marlowe. *Central Asian Journal Of Social Sciences And History*, 2(10), 10-14.
41. Zayniddinovna, T.N. (2022). The Problem of “A Strong Personality” in Shakespeare’s Dramas: Richard III and Macbeth. *Middle European Scientific Bulletin*, 20, 7-10.
42. Zaynitdinovna, T. N. (2022). Lyrical Dialogue in Shakespeare's Poems as a Reflection of Renaissance Anthropocentrism and a Strong Personality. *Middle European Scientific Bulletin*, 21, 120-125.
43. Ташева, Н. З. (2022). КРИСТОФЕР МАРЛОУ (ЛИТЕРАТУРНЫЙ АНАЛИЗ): ТАМЕРЛЕН ВЕЛИКИЙ КАК ТИП ЛИЧНОСТИ ВОСТОЧНОГО ПРАВИТЕЛЯ. *Eurasian Journal of Academic Research*, 2(2), 234-239.
44. Kamola, K. (2023). How to Teach English to Adult Learners . *American Journal of Language, Literacy and Learning in STEM Education (2993-2769)*, 1(9), 169–173.
45. Khalilova Kamola. (2023). The Role of Technology in Teaching English . *American Journal of Language, Literacy and Learning in STEM Education (2993-2769)*, 1(10), 434–436.
46. Khalilova Kamola. (2023). Strategies for Teaching English to Non-Native Speakers. *American Journal of Language, Literacy and Learning in STEM Education (2993-2769)*, 1(10), 451–453. Retrieved from <https://grnjournal.us/index.php/STEM/article/view/2134>