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Teaching Vocabulary as an Important Factor in Foreign Language Teaching

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A B S T R A C T
This article considers about the role of vocabulary in teaching foreign languages. Various stages of vocabulary teaching development in domestic and foreign methods are presented and the most significant principles of vocabulary teaching are formulated. Vocabulary, principles of vocabulary teaching were developed. There were no special vocabulary exercises, it was believed that words would be learned through conversations, reading, translation, text analysis and memorization.

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INTRODUCTION

One of the most important problems in teaching a foreign language is teaching vocabulary. This problem is still relevant and requires research. Here it is necessary to take into account some points: first of all, this is the personality of the teacher and his professional qualities. All this, first of all, depends on how interestingly the teacher plans the work in this direction and the student's desire to enrich his vocabulary, as well as his desire to speak a foreign language, depends on this. The second, no less important point is the problem of passive and active language proficiency. It is also known that even in the native language a person has an active stock - these are the lexical units that he uses in his speech. And also a passive stock of vocabulary that he can only understand. A person's active vocabulary is many times smaller than his passive stock. It follows that the lexical minimum for a foreign language should include two parts: active and passive vocabulary. Primary school age is a period of absorption, understanding and accumulation of knowledge. At this age, the child is sensitive and receptive, and, of course, everything new causes an immediate reaction. The thinking of younger students is concrete. It is based on visual images and representations. To memorize words, they need real objects or their images. This helps make the process of learning more interesting and emotionally charged. Therefore, when the teacher introduces new vocabulary, he should try to show bright, large, unusual objects. If it is a mug, then it should be very beautiful, if an elephant, then it should be shown very large.

Teaching primary school children is easy to organize on an involuntary basis, since the conditions of real communication are easier to imitate and reproduce in a game, which for a long time remains one of the main and most important types of activity for children of this age. At the initial stage of training, various exercises are performed aimed at developing lexical skills. These include exercises on pronouncing words, phrases and sentences after the teacher or speaker; exercises on independently composing phrases; exercises on using a word in different structures, speech patterns; exercises on the visual perception of a word and its combination with other words in context; reading after the speaker, after the teacher. Also, exercises aimed at developing lexical skills at the initial stage include performing lexical exercises, where printed text is taken as a basis, completing assignments in class and at home in writing. At the initial stage of teaching a foreign language, it is necessary to take into account the methodological principles when teaching vocabulary. And the most important thing is to focus on the importance of developing the correct sound and motor image of a word in children. In this regard, various types of work are offered that help children remember the graphic image of a word, its meaning.Joining the Bologna Convention and creating a single European educational space puts forward new requirements for specialists who speak foreign languages. However, a large number of students do not have a good command of the lexical side of oral foreign language speech. One of the main reasons for this is, in our opinion, the poor development of some issues in the methodology of teaching foreign language vocabulary. The purpose of this article is to analyze the development of methods for teaching foreign language vocabulary in the period from the end of the 19th to the beginning of the 21st century and to formulate the most significant principles of its effective teaching. At the end of the 19th century, domestic methodologists did not pay due attention to the issues of teaching vocabulary.At the beginning of the 20th century, great importance was attached to the primary semantization of words, since the main task of methodologists of that period was to ensure a strong memorization of a new word. Lexical exercises were based on the provisions of the direct method and associative psychology, so the vocabulary was first worked out in phrases, with the help of oral exercises or conversations, and then in exercises by grouping vocabulary by similarity of formal features or by content. Such exercises created various associations and contributed to memorization, but did not form the ability to use vocabulary when speaking and reading. There was also a division into passive and active vocabulary, but most methodologists implied by this not understanding and reproduction, but different stages of assimilation of the word. In 1986, Ukrainian methodologists published "Fundamentals of Methodology for Teaching Foreign Languages", where they proposed seven principles of teaching vocabulary:

1. Rational limitation of the vocabulary minimum;
2. Directed presentation of lexical units in the educational process;
3. Taking into account the linguistic properties of lexical units;
4. Taking into account the didactic and psychological features of training;
5. Comprehensive solution of the main didactic and methodological tasks;
6. Reliance on lexical rules;
7. Unity of teaching vocabulary and speech activity.

A.A.Mirolyubov, having analyzed these principles, recognized their formulation as unsuccessful. He considered that the second and third principles can be attributed to both vocabulary and grammar, and the fourth and fifth are characteristic of other subjects. However, despite this, the proposed classification was an important step forward in the development of vocabulary teaching methods.In the 90s of the last century and at the beginning of the 21st century, significant changes occurred in the domestic methodology, which in turn affected the issues of teaching vocabulary. Russia joined the world community, and proficiency in a foreign language became necessary for full-fledged communication. Among the most significant changes, one can highlight the publication of the document "Common European Framework of Reference for Languages: Learning, Teaching, Assessment", which defined six levels of language proficiency, the emergence of test control and the widespread introduction of modern technologies into the learning process:

audio and video recordings, computers, distance learning.

Numerous studies of the role of vocabulary in teaching languages were also conducted in foreign methods. In the 1970s and 1980s, researchers moved from methods focused on learning to learner-centered learning. Thus, J. Rubin and H.H.Stern argued that successful learners use a variety of strategies to facilitate language acquisition. J.M.O'Malley and A.U.Chamot defined learning strategies as "specific thoughts or behaviors that individuals use to understand, learn, or retain new information." They then systematized them into three main groups: metacognitive, cognitive, and social/emotional strategies. Based on research data, R.L.Oxford compiled the most comprehensive classification of language learning strategies, including six main categories. Direct strategies include memory, cognitive, and compensatory strategies. Indirect strategy includes metacognitive, emotional, and social strategies. J.M.O'Malley and A.U.Chamot also noted that learning strategies are not the exclusive property of gifted people and can be developed. Having analyzed existing approaches to teaching foreign language vocabulary, R.L.Oxford and R.C.Scarcella proposed a new approach based on research.

Compared to traditional approaches, where the learner was left alone with new vocabulary, this approach emphasized teaching vocabulary learning strategies. Existing words were systematically grouped based on an analysis of learners' needs. New words were introduced based on the goals, objectives, and capabilities of each learner. Guessing words from context was considered the most useful strategy. Teachers tried to keep the number of "non-contextual" activities to a minimum, while introducing as many "partially contextual" or "fully contextual" activities as possible. However, it later turned out that guessing from context takes quite a lot of time, and a word learned in this way is retained in memory for a shorter time than one learned through other exercises. Therefore, foreign researchers settled on a compromise option - explicit and implicit vocabulary teaching. I.S.P.Nation identifies four principles of vocabulary teaching:

1. The principle of language minimization;
2. The principle of differentiated approach depending on the purpose of learning vocabulary;
3. The principle of interconnected teaching of vocabulary and types of speech activity;
4. The principle of consciousness, including reflection.

Agreeing with the classification of I.S.P. Nation as a whole, one cannot help but add several more essential principles to this list:

1. The principle of clarity;
2. The principle of taking into account the native language;
3. The principle of concentrism;
4. The principle of gradualism in the formation of lexical skills and abilities;
5. The principle of interdisciplinary coordination;
6. The principle of professional orientation of training.

Thus, for more effective teaching of vocabulary it is necessary to combine didactic (awareness, clarity, interdisciplinary coordination), linguistic (minimization of language, concentrism), psychological (stage-by-stage formation of lexical skills and abilities) and actually methodological (consideration of the native language, interconnected teaching of vocabulary and types of speech activity, differentiated approach depending on the purpose of assimilation of vocabulary, professional orientation) principles, which act inextricably linked with each other. Summarizing the above, it should be noted that vocabulary is an extremely important aspect of the language, and the ability to communicate in a foreign language depends on the level of formation of lexical skills and abilities. Learning vocabulary is a huge and lengthy task, and the correct application of the principles of teaching it guarantees a positive result.

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