

VOCABULARY LEARNING STRATEGIES AT THE MAIN METHOD OF LEARNING FOREIGN LANGUAGE

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Abstract: Learning a new language has numerous obstacles, one of which is knowing the language's vocabulary. Encourage pupils to become autonomous learners during the potential of second language (L2) vocabulary development is an important strategy to deal with the problem. Thus, the purpose of this study is to investigate the use of various vocabulary learning strategies among adult English as a foreign language learner, as well as to examine the various vocabulary learning strategies and determine the benefits and drawbacks of each strategy. It was able to determine which VLS was utilized the most regularly and least repeatedly by learners who had completed the language program and those who were still in the course. It also discovered effective ways for teaching vocabulary to students.

Keywords: *learning strategies, vocabulary language learning strategies, second language acquisition, vocabulary learning beliefs, English as a foreign language (EFL)*

One of the aspects in teaching English is vocabulary. Vocabulary is the foundational skill that pupils must master before moving on to other skills such as reading, writing, listening, and speaking. Without knowing and comprehending the language it is difficult to master the other competencies. It has proven difficult to determine which vocabulary learning strategy (VLS) is the most effective. As Wilkins [1972] so eloquently puts it, 'without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed.' This simply illustrates the importance of having adequate vocabulary, but acquiring it can be difficult; as a result, learners must be equipped with strategies to deal with this major component.

A vocabulary learning technique is a tool that students use to learn new words. [Ahmed, 1989] Learners may use a variety of learning tactics that they believe will help the learners acquire vocabulary. It aids learners in the development of all skills. As a result, teachers consider the usage of rigorous vocabulary teaching approaches in the classroom. Also covered are the importance of vocabulary in learning and teaching language, alternate methods of teaching vocabulary, and how to teach and inspire students at various levels. Vocabulary is a vital aspect of language development because it is an integral part of the language. Beneficial learning practices can help students not only expand their vocabulary and make studying more relevant, but also boost their learning abilities.

The findings of this study may provide teachers with concerns related to their pupils' vocabulary learning. To complete the quantitative real inquiry, a questionnaire survey of vocabulary acquisition methodologies English in universe learners was used.

It examines the association between vocabulary techniques and vocabulary scores by contrasting good and poor learners' vocabulary learning tactics. [Allen, 1983].

Finally, it draws the following conclusion: cognitive techniques were employed more frequently than met cognitive and social affective strategies by the students studied in this study to learn English vocabulary. The standard deviation (SD) depicts the amount of variation or distribution from the average. That is, it reveals how much the learners differ in their pursuit of each method. The primary goal of this case study is to determine how each category is perceived by all learners and difference between the high level and low-level group of students.

No	Item No.	Dictionary Use Strategies	Mean	SD
1	3	I carry a pocket dictionary to look up the words I don't know	4.50	0.674
2	1	I look up new words in an English-Uzbek dictionary	3.50	0.905

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3	2	I look up new words in an English-English dictionary	2.25	0.965
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Because technological advancements make our lives and studying more convenient, learners are using pocket dictionaries, electronic dictionaries, and online dictionaries more frequently than ever before. Because checking up a new term in a pocket dictionary takes significantly less time and is much easier to use, this technique is unquestionably the best. However, there has been great dispute over whether a student should use a monolingual, bilingual, or semibilingual dictionary. Semibilingual dictionaries, which mix the elements of monolingual and bilingual dictionaries, may not be as popular as monolingual or bilingual dictionaries. As a result, this group of students assessed the monolingual dictionary technique as the least frequently employed. Students might be in trouble with looking up the right word and with understanding the definitions. Even though a monolingual dictionary can provide a more detailed overview of the lexical system of a foreign language [Ellis, 1994]. The difficulty of looking up the right words and understanding the definitions makes it seldom used by the students.

Apart from carrying a pocket dictionary to look up new words, learners frequently employ the following four strategies to expand their vocabulary: paying attention to pronunciation, highlighting important words, paying attention to examples of how a word is used in English, and listening to English songs, radio programs, watching English movies, and so on. [Fan, 2003] Two of the four perception strategies had a mean of more than four, while the other two received a mean of three to four. It was discovered that pupils frequently adopted this method in their learning. Knowing a word entails not just memorizing its dictionary definition, but also learning how to pronounce it and use it in conversation.

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