

2) The introduction, which usually provides information about the main characters of the case, tells about the background of the situation considered below, indicates the personally significant meaning of the problem contained in the given situation.

3) The main part, containing the main body of information and internal intrigue, the problem contained in the situation proposed for analysis.

4) Conclusion, where the situation may “hang” at that stage of development that requires solving the problem. Optionally, the entire content of the case should be given in the form of familiar text. Instead of text or along with it, audio or video recordings, newspaper articles, various illustrations, statistical data in the form of graphs, diagrams, charts, etc. can be used [1: p. 200].

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#### THE IMPORTANCE OF VOCABULARY IN LANGUAGE LEARNING

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**Abstract:** Vocabulary range has always been regarded as central part of learning language since individuals face several obstacles when they are learning new languages. Similarly, the majority of teachers have doubts in teaching vocabulary in a proper manner and where to begin with. This article illustrates the significance of vocabulary range and some techniques which are used effectively by English teachers.

**Key words:** vocabulary, techniques and methods

**Аннотация:** Словарный запас всегда рассматривался как центральная часть изучения языка, поскольку люди сталкиваются с рядом препятствий, когда они изучают новые языки. Точно так же большинство учителей сомневаются в том, как правильно преподавать лексику и с чего начать. Эта статья иллюстрирует значение словарного запаса и некоторые методы, которые эффективно используются учителями английского языка.

**Ключевые слова:** лексика, упражнения и методы

Vocabulary is considered as one of the essential aspects of acquiring language and its development. Limited vocabulary range prohibits succeeding in learning language, in particular, for second language learners since it never ends. Although a person can make grammatically accurate sentences, insufficient vocabulary range limits the learner's communication with others. If a person knows only the words but not the grammar, he can express or communicate what he is going to say by pronouncing the words. As we know, without knowing how to request information in a foreign language, we can make sentences in the native language using suitable words and specify what we need.

According to Napa, states that ‘it is a fact that vocabulary is one of the components of the language. There are no languages that exist without words. They are the means by which people exchange their thoughts. The more words we learn the more ideas we should have. This way we can communicate our ideas more effectively. It is not easy to teach vocabulary, especially new vocabulary, to junior high school students, because teaching it requires an explanation of every part. However, at other times the teacher should see that the meaning and use of words should also be given a lot of attention’ [Napa: 1991].

It is necessary to make a few remarks about the most commonly used English terms denoting the concept of "vocabulary" (from the Latin 'name', also called word stock, lexicon, and lexis) can be defined as all the words in a language that are understood by a particular person or group of people.

A.S. Hornby, English linguist and methodologist, widely known for his works in the field of methods of teaching English to foreigners in "The Advanced Learner's Dictionary of Current English" states that vocabulary is: (1) all words that a person knows or uses, (2) all words in a particular language, (3) words that people use when they talk, and (4) a list of words with their meanings, especially in a book for learning a foreign language [A.S. Hornby:2006].

As a matter of fact, the practical significance of the Hornby Dictionary for foreign learners English is difficult to overestimate. This relatively small dictionary reference is intended for people who have mastered the basics of the English language within high school. With its help, they can read and comprehend modern fiction, popular science and socio-political literature. Despite its small volume, it registers exactly those words of the modern English language that are most often found in colloquial and in modern literary texts [L.P.Stupin: 1985]

Considering all above mentioned, Nation confirms that vocabulary is central to language. This means that vocabulary is the main element of the language. A language is an expression that is constructed using words or vocabulary. Words are tools that are used for thinking, expressing ideas and feelings, as well as for cognition of the world. When learning a language, vocabulary is an important component. It is associated with the four skills of listening, speaking, reading and writing [Nation: 2001]

In other words, we can say that vocabulary is the most important tool that people use to communicate with each other. Thus, knowledge of vocabulary is often seen as a key way to learn a second language due to the fact that a limited vocabulary hinders successful communication in this language.

As Nation further describes, the relationship between knowledge of vocabulary and the use of language is complementary: knowledge of vocabulary allows the use of language, and, conversely, the use of language leads to an increase in knowledge of vocabulary. Recent achievements in the field of learning second and foreign languages emphasize that non-native speakers, in addition to grammar and pronunciation, need a solid foundation of vocabulary knowledge to become successful users of English in any academic environment. Thus, regardless of the degree of competence of students in grammar and pronunciation, without sufficient knowledge of vocabulary, they cannot communicate effectively. This is largely due to the fact that vocabulary carries more meaning of the text than grammar. In fact, grammatical errors lead to illiterate utterances, while incorrect use of vocabulary affects the communicative act. That is, vocabulary is one of the linguistic components that influence the development of communicative competence, as well as the language skills of students [Nation:2001].

All things are considered, the knowledge of vocabulary is considered as the most important tool for mastering any language skills; it also contributes to the understanding of written and oral texts. Thus, despite more frequent familiarity with vocabulary, students are more confident in understanding and interpreting the meaning of some unknown words from the context. Indeed, learning vocabulary means not only learning new words, but also knowing their functions and applicability to different contexts and situations. In other words, the comprehension and production of language depends on the simultaneous and complex process of extracting and constructing utterances through the use of appropriate lexical combinations at the appropriate time and place. Students should learn the language not only as an abstract system of vocal signs, as if it were a kind of grammatical text with an accompanying dictionary, but also as a tool that allows students to know which utterances are useful for effective communication, and to know which utterances are appropriate or not appropriate to use in a given context.

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