THE IMPORTANCE TYPES OF VOCABULARY IN MAKING ACADEMIC DICTIONARY

Nuritdinova Madina
Yunus Rajabi is an English teacher at the Uzbek National Institute of musical arts.

Annotatsiya: Maqolada kichik yoshdagi o‘quvchilarning darajasiga ko‘ra Lug’atlar tayyorlashda so‘z boyliklarining lug‘at turlari qanchalik muhimligi haqida gapiriladi.
Annotation: The article deals with the importance of the types of vocabulary in makiking academic dictionary according to their grade.

Children start to learn language from the day they are born. As they grow and develop, their speech and language skills become increasingly more complex. They learn to understand and use language to express their ideas, thoughts, and feelings, and to communicate with others. During early speech and language development, children learn skills that are important to the development of literacy (reading and writing).

Professor from ASHA Judy Montgomery’s book The Bridge of Vocabulary showed there are four types of vocabulary. They are Writing, Listening, Speaking, Reading. As we know the first two constitute spoken vocabulary and the last two,written vocabulary. In all cases learners begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies.

From method of teaching English we are informed that spoken language forms the basis for written language. Each type has a different purpose and, luckily, vocabulary development in one type facilitates growth in another and they fill each other[1].If we learn Listening Vocabulary so in this field the words we hear and understand. By modern psychologists say the baby learn the words starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours – and we continue to learn new words this way all of our lives. By the time people reach adulthood, most of them will recognize and understand close to 50,000 words. But what about the children who are completely deaf. So they do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a “visual” listening vocabulary. The amount of words modeled is much less than a hearing child’s incidental listening vocabulary.

The second is Speaking Vocabulary in which the words we use when we speak and relatively limited. Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use. Actually we don’t use all material that we accept by listening and in order to activate them the enough time required.

The third is Reading Vocabulary, they are the words we understand when we read text. When we read the text our brain assume the information and it is kept in visual passive memory. We can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd largest vocabulary which is necessary if you are a reader. Otherwise if you are not a reader, you can not “grow” your vocabulary and never enhance your vocabulary [2].

The fourth is Writing Vocabulary in which the words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell. Think about it: When reading, a child with hearing will say all the phonemes related to a word to sound it out. They will then guess a word they know. Children

would not guess a word they didn't know. That's why the level of using words is important. Children whose knowledge of English A2 level can not understand the words which is not authentic for them.
For the learners with A1 and A2 levels we should prepare the imagination of words which the are going to learn. Developing language skills through hearing and admitting the world by their auditory system is primary. Every baby perceive the sounds of outer world and try to imitate the sounds. That's why in learning language it is very important to develop listening skills. As a child even adults learn foreign languages by listening their favorite films' action, television shows and others.
The words in Writing Vocabulary are not enough for those children in activating them in their speech. To assume and to maintain them in speech the children should have imagination of words and their place in social life. So modern dictionary makes allow for this fact and make picture dictionary.
But the pronunciation and spelling also should be in our attention. The Listening Vocabulary are saved by accepted information as well as we should be sure the correctness of pronunciation by checking them audio dictionaries. In addition young learners should be taught the phonetic symbols. In this situation we shouldn't forget the learners belong to different learning styles.
In conclusion, we can say the learners in their early age should obtain all four Vocabulary at the same time. Academic vocabulary should be mixed with daily routine conversation taking the vocabulary from their leisure time. The appropriation of academic dictionaries with students' grade the four types of vocabulary play the equal role.

The used literature:

1. Judy K. Montgomery's book: The Bridge of Vocabulary: Evidence Based Activities for Academic Success (NCS Pearson Inc, 2007).
2. The efficacy of dictionary use while reading for learning new words. Stahl, 1999; Tompkins, 2005).

WORDLY KNOWLEDGE