



DIFFICULTIES IN LEARNING WORDS AND THEIR SOLUTIONS FOR UNDERGRADUATE ENGLISH STUDENTS.

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Annotation: *knowledge of English is determined by the vocabulary of foreign language learners, as well as native speakers. While expanding one's vocabulary is important, it presents various challenges, especially for non-English students. Students with a low vocabulary level cannot achieve sufficiently satisfactory academic results in several courses related to language skills, linguistics, literature, and translation at the university level. This article is specifically focused on studying the problems faced in learning English and advances some vocabulary learning strategies to minimize potential problems.*

Keywords: *English language science, vocabulary knowledge, vocabulary learning problems, vocabulary learning strategies.*

Vocabulary teaching is one of the most important aspects of any language class, as it allows second language learners to understand and express themselves. Students can express themselves in writing and verbally in English by learning a dictionary. Students are advised to memorize terms while mastering the dictionary. They also need to understand the part of speech of each word, whether it is a noun, verb, adjective or suffix. Students need to understand the meaning of terms when learning a foreign language. When students do not understand the meaning of the word, many consequences or effects can occur, such as students misinterpreting the meaning of the message and students having no desire to learn English.

The term Dictionary has different meanings proposed by teachers. For some, this vision represents the vocabulary as an immediate recognition of words by students. Others define it as a meaning-dictionary that expresses words that readers understand; listening-is also viewed as a dictionary or reader's understanding of Heard and spoken words. Content teachers define it as an academic dictionary that reflects content-specific words or the reduction of students' verbal and printed words (Antonacci & O'callaghan, 2011). Another definition of the dictionary provided by Hiebert and Camille (2005) is the knowledge that readers must possess in terms of the meanings of words. They argued that there are two types of words: oral and written, and that there are at least two types of knowledge: receptive (understanding or acknowledging) and effective (writing or speaking). An oral dictionary refers to a set of terms that understand their meaning when students speak or read aloud. A printed dictionary consists of terms that readers understand when writing or reading without



a voice. Hibertus and Comylus believe that a productive dictionary is a group of terms that readers are well acquainted with and regularly use when speaking or writing.

Thinking about language learning requires discussion of the dictionary. This means that the language cannot be distinguished from its vocabulary, since the dictionary is the basis of the language. As a result, knowledge of vocabulary is the most important component of language learning. Hatch and Brown agree with this statement (1995: 1). They argue that "the dictionary is the basis for the creation of languages, and it plays a fundamental role in communication". Nowadays, English is spoken almost everywhere in the world, whether as a first language or a second language or a foreign language. English is a foreign language in Uzbekistan, which includes both linguistic abilities and linguistic features. Language skills include listening, speaking, reading, and writing, while language aspects include pronunciation, vocabulary, grammar, structure, and fluency.

The most important aspect of learning a native language or other language is vocabulary. Language acquisition cannot be done without learning its lexicon, which is subject to endless changes in meaning due to different contextual conditions. Along with phonetics/pronunciation and grammar, vocabulary is one of the most important aspects of learning a foreign language. In addition, vocabulary serves as the basis for language skills such as listening, speaking, reading and writing. Without mastering the vocabulary, it is difficult to achieve the desired level of language. The basis of learning a second language is vocabulary. Nunan (1991) notes that the development of adequate vocabulary is essential for the successful application of the second language, since we cannot use the structures and functions that we have learned due to our large vocabulary space to communicate clearly. (McCarthy, 1990, p.viii) noted that "no matter how well a student learns grammar, no matter how successfully they Master second language sounds, they cannot communicate in a second language without words representing broader meanings. happens in any meaningful way".As Schmitt (2000) notes, "lexical knowledge holds a central place in communicative competence and second language acquisition". Second-language communication allows for a wider range of meanings.In addition, the scarcity of vocabulary in dictionary knowledge poses serious difficulties for students, hindering their ability to master English.Many believe that vocabulary is important in teaching and learning a second language because lexical knowledge is necessary for effective communication.Man. The language is defined by acquired or applied vocabulary, as a result of which readers without a dictionary are not inclined to use. learn the language. Language learners can expand their vocabulary to increase their vocabulary and develop their linguistic repertoire. However, dictionary development is particularly difficult for non-native English speakers who struggle with new word definitions, spelling, pronunciation, proper use of words, predicting meaning from context, etc. The reasons for such difficulties can be several. In Uzbekistan, for example, some studies have highlighted ineffective methods of teaching and learning English. Most teachers use the student's mother tongue more



than the target language to conduct classes, which leads to low student performance. Some other studies also show problems in learning vocabulary by students.

The study of vocabulary includes four stages: differentiation, understanding of meaning, remembering, and strengthening and expanding meanings. First, the stage of discrimination involves the differentiation of sounds and letters. This helps in speaking, listening, reading, and writing, as students pronounce words correctly by differentiating sounds and understand them when they read or hear them. Second, understanding meaning involves understanding the concept of words by associating them with referents. Thirdly, the stage of remembrance consists in the ability to preserve meanings. Fourth, the reinforcement and expansion phase refers to the study of a new dictionary and its integration into the reader's dictionary system (Grauberg, 1997). However, learning a dictionary usually brings a huge burden to students. In other words, languages are productive, they constantly create new words and add them to the dictionary fund. Oxford (1990) states that no rules are generally followed when studying a dictionary used in grammar. Students typically encounter hundreds of words that they must learn and practice during their studies. It is believed that the weak linguistic indicators of the English language of Uzbek readers are mainly indicative of the scarcity of their vocabulary. The researcher shows two serious facts that are causing poor assimilation of vocabulary and lack of lexical resources of Uzbek students attending secondary schools. Participants included thirty-five students of various educational levels and nine male Uzbek teachers who studied English as a foreign language (EFL) in secondary and secondary schools. Data is collected through questionnaires and high school textbooks. The results show that students used incorrect dictionary tactics such as relying solely on bilingual vocabulary, asking others for definitions, etc. Similarly, the results show a lack of processing dictionary objects and providing all components of dictionary knowledge. The study strongly recommended teaching the language in stages. This is often seen as problems faced by students when learning English Vocabulary. This qualitative study, which uses interviews and questionnaires, identifies various barriers to student vocabulary learning.

In summary, the lexical resources of second and foreign language learners, as well as native speakers, are used to determine English proficiency. Although increasing vocabulary is very important, it can be difficult, but learning mistakes through different strategies at the same time plays an important role in the long path of step-by-step development.

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