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THE IMPORTANCE OF TEACHING VOCABULARY VIA TEXT

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The formation of communication skills is a complex and time-consuming process. In order to make students' speech correct and understandable, teachers must give them some knowledge, develop the ability to use words in context, use lexical, grammatical and other means of a foreign language. Language has four competencies: reading, speaking, writing and listening.

Students who have successfully mastered these competencies in the learning process can easily express their thoughts and ideas in a foreign language, as well as perceive the speech of others. Thus, communicative competences mean that the speaker is able to build his speech in accordance with all the requirements and rules of a particular language, is able to communicate seamlessly in the communication process.

There are many theories about when to start developing communication skills in children. Most scientists agree that the best time to do this is preschool. Children between the ages of 3 and 5 are not yet able to understand the rules of the language. They are just beginning to learn about the world around them and the lives of people in it.

However, children at this age tend to assimilate new information, even if they are unable to understand or comprehend it. Most often, this process is associated with the game as the main activity. The game can and should be used as one of the main ways to learn new vocabulary (both native and foreign language) in preschool and primary school age.

According to Adger, textbooks on child development often claim that by age five or six children have already mastered the grammar of their native language, and that although they expand their vocabularies in school and add literacy skills, for the most part children have acquired language before they go to school [2, p. 7].

Thus, children begin to form speaking competence. Later, after mastering reading skills, students will be able to find words that are already known to them

orally, in texts. This greatly simplifies and speeds up the process of forming reading competence.

According to S. Thornburry, for vocabulary building purposes, texts have enormous advantages over learning words from lists; the fact that words are in context increases the chances of learners appreciated collocations or grammatical structures [4, p. 53].

In high school, and later in higher education institutions in the process of learning a foreign language, students are offered to study texts in this language. It is very important for teachers and students themselves to realize that there is a close connection between vocabulary and reading comprehension. Understanding the text is based on the ability to understand its individual units, i.e. words.

Given the fact that modern English has several hundred thousand words, it is clear that a student for whom this language is not native, will not be able to absorb this amount of information. However, it is not necessary for communication. For those who are not a natural native speaker, it is enough to have in their vocabulary about 5-6 thousand lexical items.

Approximately as much is used by the average speaker in his daily speech. Of course, the constant enrichment of vocabulary has only a positive effect, but do not overload students with too much information. It will be much more effective to teach them to recognize words in context.

In many cases, the speaker's ability to understand the meaning of a previously unknown lexical item from the context is much more useful and practical than simply memorizing.

It is very important for teachers to understand that learning a foreign language is a social process that consists of many elements and is closely related to communication. It should not be reduced to one particular aspect and reject others. The study of a foreign language is influenced by a number of factors. Teaching methods, the teacher's ability to communicate easily and effortlessly, students' motivation and thoughts, their interests are the most important of them.

It has been concluded:

- the ability to analyze a text is one of the most important skills that foreign language learners should acquire;
- analyzing the student's communication skills, the teacher should pay attention to the student's vocabulary;
- there are many methods and ways of learning vocabulary;
- vocabulary acquisition is the biggest and most important task facing a person learning a foreign language;
- foreign language teachers should use various modern methods and strategies to achieve sufficient understanding of students' vocabulary;
- when teaching a foreign language, the teacher must take into account key facts that may affect the learning process.

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COMMUNICATIVE APPROACH IN LEARNING ENGLISH

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In today's world, one of the most popular methods of learning English is a communicative approach that focuses on the practice of communication. This method of learning English is widely used in Europe and the United States.

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language [5]. The communicative approach to teaching the English language was presented in the 1970s by British and American scholars in order to increase the effectiveness of communicative skills development of non-native English speakers [1, p. 162].

It has been researched that communicative method of learning English exists to remove the fear of communication. A person who has a standard set of grammatical constructions and a vocabulary of 600-1000 words, will easily find a common language in a foreign country. However, there is another side of the coin: the presence of language clichés and a poor lexicon. Add to this a lot of grammatical errors, and you will understand that the only way not to sound like an unreasonable interlocutor – attention to partners, knowledge of etiquette and a constant desire to improve themselves.

The altered communicative approach will only be efficient, when the teacher pretends to comprehend only that what any regular speaker of the target language would, and should react in accordance [2, p. 10].

It should be stated that another gradation of English teaching methods is along the lines of «our-foreign». There are not so many foreigners. If we reject the American and English TOEFL tests as an indicator of the results of language learning, then there are two monopolies in the field of teaching British English - Oxford and Cambridge.