

TEACHING VOCABULARY

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Annotatsiya. Ushbu maqola ingliz tilini o'qitishda so'z boyligini o'rgatishning o'rni, usullari va samarali strategiyalariga bag'ishlangan. Maqolada so'z boyligini shunchaki yodlash emas, balki kontekstda o'zlashtirish, takrorlash va faol ishlatish orqali mustahkamlash zarurligi asoslanadi. Shuningdek, zamonaviy pedagogik texnologiyalar, o'yinli mashg'ulotlar, lug'at bilan ishlash metodlari va leksik kompetensiyani rivojlantirish bosqichlari tahlil qilinadi. Maqola xorijiy til o'qituvchilari, metodistlar va til o'rganuvchilar uchun amaliy tavsiyalarni o'z ichiga oladi.

Kalit so'zlar: So'z boyligi, leksik kompetensiya, o'qitish metodikasi, kontekst, yodlash strategiyalari, takrorlash, faol lug'at, passiv lug'at, pedagogik texnologiyalar, o'yinli mashg'ulotlar.

Аннотация. Данная статья посвящена роли, методам и эффективным стратегиям обучения лексике в преподавании английского языка. В статье утверждается, что закрепление лексики необходимо не только путем запоминания, но и путем ее освоения, повторения и активного использования в контексте. Также анализируются современные педагогические технологии, игровые упражнения, методы работы с лексикой и этапы развития лексической компетенции. Статья содержит практические рекомендации для преподавателей иностранных языков, методистов и изучающих язык.

Ключевые слова: Лексика, лексическая компетенция, методика преподавания, контекст, стратегии запоминания, повторение, активная лексика, пассивная лексика, педагогические технологии, игровые упражнения.

Abstract. This article is devoted to the role, methods and effective strategies of vocabulary teaching in English language teaching. The article argues that it is necessary to consolidate vocabulary not only by memorization, but also by mastering, repeating and actively using it in context. It also analyzes modern pedagogical technologies, game activities, methods of working with vocabulary and the stages of developing lexical competence. The article contains practical recommendations for foreign language teachers, methodologists and language learners.

Keywords: Vocabulary, lexical competence, teaching methodology, context, memorization strategies, repetition, active vocabulary, passive vocabulary, pedagogical technologies, game activities.

Introduction. Teaching vocabulary is one of the central challenges in foreign language learning. Research shows that learners' vocabulary size and depth directly affect their listening, speaking, reading, and writing skills. However, vocabulary instruction is often carried out in a fragmented and incidental manner, leading to shallow learning and limited active use of acquired words.

In recent years, research in second language acquisition (SLA) and cognitive psychology has made significant contributions to developing effective vocabulary teaching strategies. Concepts such as the retrieval effect and distributed practice effect from cognitive psychology have created new opportunities in vocabulary instruction. Meta-analysis results show that well-designed vocabulary development interventions have significantly higher effectiveness compared to traditional teaching methods (average effect size of 1.179).

Main part. Three main issues exist in vocabulary acquisition research: the model-free nature of many studies, the precise definition of vocabulary acquisition, and the learning of single-word versus multi-word units.

Vocabulary knowledge includes at least two dimensions: vocabulary breadth (how many words a learner knows) and vocabulary depth (what kind of knowledge a learner has about each word). Most existing studies have operationalized vocabulary acquisition only as initial form-meaning mapping. However, over the past twenty years, an increasing number of studies have focused on analyzing factors related to vocabulary depth.

The depth of processing hypothesis emphasizes that meaningful engagement with new words is crucial for their retention in long-term memory. According to this hypothesis, when a word undergoes deep semantic and cognitive processing rather than shallow memorization, the likelihood of remembering it is higher.

Cognitive psychology has contributed several important concepts to vocabulary teaching. Retrieval practice encourages learners to actively recall learned words, which strengthens memory traces. Spaced repetition involves repeating learning material at specific intervals over time, facilitating the transfer of information to long-term memory.

Meta-analysis results indicate that among the factors affecting the effectiveness of vocabulary development interventions are sample size and the number of words taught. These two factors can explain 44.7% of the variance between studies. This means that teachers should plan the number of words to be taught according to classroom characteristics and consider individual learner needs.

Semantic mapping is a method of visually representing meaning relationships between words. This strategy helps learners acquire words not as isolated units but as part of an interconnected network.

Teaching collocations focuses on how words are used together. Contemporary

research emphasizes that words should be acquired not individually but in the form of lexical chunks. This approach helps overcome the limitations of the traditional “one word – one meaning” paradigm in vocabulary teaching.

Conceptual Metaphor Theory (CMT) has opened new perspectives in vocabulary teaching. According to this theory, metaphor is not merely a linguistic or literary device but a fundamental way of human cognition.

Experimental research results show that CMT-based instruction is significantly more effective than traditional methods. In one study, an experimental group (n=37) achieved significantly higher vocabulary acquisition scores compared to a control group (n=36) taught with traditional methods (mean difference: 7.24 points vs. 4.00 points; Cohen's $d = 4.56$). Furthermore, CMT-based instruction significantly increased learner interest ($t(71) = -5.91, p < .001$). These results demonstrate that developing metaphorical thinking can improve the effectiveness of learning abstract vocabulary.

Learner-focused strategy instruction is important in vocabulary teaching. Research shows that expanding learners' strategy repertoires and increasing their metacognitive awareness enhances vocabulary acquisition effectiveness.

Dyadic design (alternating teacher and learner roles) encourages peer learning and accommodates individual differences within groups. Teachers need to understand the differences in their students' strategic behavior and adapt their teaching methods accordingly.

Specialized word lists have been developed for vocabulary teaching in academic contexts. Lists such as the Academic Word List (Coxhead, 2000), New Academic Word List (Browne et al., 2013), and Academic Vocabulary List (Gardner & Davies, 2014) have been evaluated based on their representativeness, relevance, corpus size, and pedagogical strengths and weaknesses. The Academic Vocabulary List (AVL) is particularly useful for second language learners engaged in academic reading and writing due to its broad disciplinary coverage, lemma-based design, and empirical validation using the COCA corpus.

Conclusion.

This article has analyzed contemporary scientific approaches to vocabulary teaching. In conclusion, effective vocabulary teaching should be based on the following principles:

- Cognitive psychology foundations: Strategies such as spaced repetition and retrieval practice ensure the transfer of words to long-term memory.
- Deep processing: Engaging with words meaningfully (e.g., semantic mapping, learning in context) is more effective than rote memorization.
- Use of conceptual metaphors: Developing metaphorical thinking yields high results when teaching abstract vocabulary.

- Lexical approach: Words should be taught not in isolation but as collocations and lexical chunks.
- Learner-focused strategy instruction: Increasing learners' metacognitive awareness and teaching them various strategies allows for accommodating individual differences.

Future research should focus on the distinction between declarative and non-declarative types of vocabulary acquisition, as well as the mechanisms of learning multi-word units (idioms, collocations, phrasal verbs). Additionally, investigating the potential of digital resources and AI-based tools in vocabulary teaching is of great importance.

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