

STRATEGIES FOR IMPROVING CONTEXTUALIZED VOCABULARY INSTRUCTION

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<https://doi.org/10.5281/zenodo.19510355>

Annotation. This article explores effective strategies for improving contextualized vocabulary instruction in EFL classrooms. It emphasizes the importance of teaching vocabulary through meaningful contexts, such as texts, real-life situations, and communicative tasks. The study also highlights the role of integrating grammar and vocabulary, as well as using digital tools to enhance learning. These approaches help students better understand, remember, and use new words in real communication.

Key words: contextualized learning, vocabulary instruction, EFL, teaching strategies, digital tools.

Annotatsiya. Ushbu maqolada kontekst asosida lug'at o'qitishni takomillashtirish strategiyalari ko'rib chiqiladi. Unda so'zlarni matnlar, real hayotiy vaziyatlar va kommunikativ mashqlar orqali o'rgatishning ahamiyati ta'kidlanadi. Shuningdek, grammatika va lug'atni integratsiya qilish hamda raqamli vositalardan foydalanishning samaradorligi yoritiladi. Bu yondashuvlar talabalarga yangi so'zlarni yaxshiroq tushunish, eslab qolish va amaliyotda qo'llashga yordam beradi.

Kalit so'zlar: kontekst asosida o'qitish, lug'at o'rgatish, EFL, o'qitish strategiyalari, raqamli texnologiyalar.

Аннотация. В данной статье рассматриваются стратегии улучшения контекстного обучения лексике в классах английского языка как иностранного.

Подчеркивается важность обучения словам через тексты, реальные ситуации и коммуникативные задания. Также рассматривается интеграция грамматики и лексики, а также использование цифровых технологий. Эти подходы помогают студентам лучше понимать, запоминать и использовать новую лексику.

Ключевые слова: контекстное обучение, обучение лексике, EFL, стратегии обучения, цифровые технологии.

Introduction

In modern English language teaching, vocabulary instruction plays a central role in developing learners' communicative competence. Without sufficient vocabulary knowledge, students cannot express their ideas clearly, even if they understand grammar rules. However, traditional methods of teaching vocabulary, such as memorizing word lists and direct translation, are often ineffective. Many learners can remember words for a short period, but they struggle to use them in real-life situations. This problem is especially common among Uzbek students studying English as a foreign language. One of the most effective solutions to this issue is contextualized vocabulary instruction. This approach focuses on teaching words within meaningful contexts, such as texts, dialogues, and real-life situations. It helps learners understand not only the meaning of words but also how they are used in communication.

In addition, integrating grammar and vocabulary and using modern digital tools can further improve learning outcomes. Therefore, this article aims to explore strategies for improving contextualized vocabulary instruction in EFL classrooms. It also provides practical examples and methodological recommendations that can be applied in the Uzbek educational context.

One of the key strategies for improving vocabulary instruction is teaching words in context rather than isolation. When students learn vocabulary through meaningful texts or real-life situations, they are more likely to understand and remember it. For example, instead of giving a list of words like “travel,” “ticket,” and “hotel,” a teacher can provide a short dialogue about booking a trip. In this way, students see how the words are used naturally. They can also guess meanings from context, which develops their critical thinking skills. Contextual learning also helps students understand multiple meanings of words. For instance, the word “book” can mean a physical object or the action of reserving something. Without context, such differences may confuse learners.

The important strategy is integrating grammar and vocabulary teaching. In many traditional classrooms, grammar and vocabulary are taught separately, which can make learning less effective. However, when these elements are combined, students can use language more naturally. For example, when teaching the present continuous tense, a teacher can introduce vocabulary related to daily activities, such as “reading,” “working,” or “studying.” Students can then create sentences like “I am reading a book” or “She is studying English.” This approach allows learners to practice both grammar and vocabulary at the same time. It also reflects real language use, where grammar and vocabulary are always connected. The use of digital technologies is another effective way to improve vocabulary instruction. Today’s students are familiar with technology, and using digital tools can make learning more engaging. For example, teachers can use videos, online quizzes, and vocabulary apps to introduce and practice new words.

Watching a short video about a topic, such as travel or daily life, can expose students to authentic language. After watching, students can discuss the video and use new vocabulary in their answers. Digital platforms also allow for repeated practice through games and interactive exercises. This helps students remember words more effectively.

Another strategy is encouraging active use of vocabulary through communicative activities. It is not enough for students to recognize words; they need to use them in speaking and writing. Activities such as role plays, group discussions, and presentations can help students practice vocabulary in real communication. For example, students can role-play a situation in a restaurant, using words related to food and ordering. This makes learning more practical and meaningful. It also increases students’ confidence, as they learn to express their ideas using new vocabulary.

Finally, regular revision and reinforcement are essential for vocabulary learning. Students often forget new words if they do not review them. Teachers can include short revision activities in each lesson, such as quizzes, games, or discussions. For example, a quick game where students match words with definitions or use them in sentences can help reinforce learning. Repetition should be varied and interesting, so that students remain motivated. In addition, teachers should create a supportive environment where students feel comfortable making mistakes and learning from them.

Conclusion

In conclusion, improving contextualized vocabulary instruction is essential for effective English language learning. Traditional methods that focus on memorization are not sufficient for developing real communication skills. Instead, teaching vocabulary in context, integrating grammar and vocabulary, and using digital tools can significantly enhance learning outcomes.

Moreover, encouraging active use of vocabulary and providing regular revision helps students retain and apply new words. Practical activities and real-life examples make learning more meaningful and engaging. These strategies are especially important for Uzbek students, who often face challenges due to limited exposure to English and differences between languages.

Overall, a well-planned and student-centered approach to vocabulary teaching can help learners become more confident and successful in using English. By applying these strategies, teachers can create a more effective and motivating learning environment.

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