

TEACHING VOCABULARY IN CONTEXT AND ITS PRINCIPLES

Yusupova Gulnoza Mirzoyevna,
teacher of Jizzakh state pedagogical university

Abstract. *The significance of vocabulary, its categories, the criteria for choosing words, as well as vocabulary size, depth, and teaching principles were not clearly understood. This article aims to address this challenge. To accomplish these objectives, a systematic review of previously conducted studies and relevant theories was carried out. The findings indicated that vocabulary plays a significant role as a foundation for communication, a representation of social reality, a source of emotional expression, and a predictor of academic performance.*

Keywords: *vocabulary size, vocabulary learning, criteria, communication, context.*

Annotatsiya. *Lug‘at boyligining ahamiyati, uning toifalari, so‘zlarni tanlash mezonlari, shuningdek, lug‘at hajmi, chuqurligi va o‘qitish tamoyillari aniq tushunilmagan. Ushbu maqola mazkur muammoni yoritishga qaratilgan. Qo‘yilgan maqsadlarga erishish uchun avvalgi tadqiqotlar va tegishli nazariyalarning tizimli sharhi amalga oshirildi. Natijalar shuni ko‘rsatdiki, lug‘at muloqotning asosi, ijtimoiy voqelikning ifodasi, hissiy ifoda manbai hamda akademik muvaffaqiyatning muhim ko‘rsatkichi sifatida katta ahamiyatga ega.*

Kalit so‘zlar: *lug‘at hajmi, lug‘at o‘rganish, mezonlar, muloqot, kontekst.*

Аннотация. *Значение словарного запаса, его категории, критерии выбора слов, а также объём и глубина словарного запаса и принципы его обучения недостаточно чётко изучены. Данная статья направлена на решение этой проблемы. Для достижения поставленных целей был проведён систематический обзор ранее выполненных исследований и соответствующих теорий. Результаты показали, что словарный запас играет важную роль как основа коммуникации, отражение социальной реальности, источник эмоционального выражения и показатель академической успеваемости.*

Ключевые слова: *объём словарного запаса, изучение словарного запаса, критерии, коммуникация, контекст.*

Introduction. Without vocabulary, it is impossible to communicate effectively. It serves as the foundation for communication. Vocabulary is widely acknowledged as the primary tool for communication. Vocabulary is the language resource that individuals use to express their feelings, ideas, and opinions, reflecting the workings of the human mind. From a linguistic perspective, vocabulary appears to be more essential and urgent than grammatical structures when compared with other aspects of language. With limited grammar, only a small amount of meaning can be communicated; however, without vocabulary, no meaning can be expressed. The size of vocabulary positively predicts proficiency in the four language skills: listening, speaking, reading, and writing. It contributes more significantly to reading and writing abilities, while its relationship with speaking and listening skills is moderate.

Literature analysis. Previous studies have consistently emphasized the central role of vocabulary in language acquisition and communicative competence. Scholars such as Nation (2001), Schmitt (2000), and Thornbury (2002) highlight that vocabulary knowledge is a strong predictor of learners' performance in receptive and productive

language skills. Research further distinguishes between vocabulary size and depth, as well as receptive and productive vocabulary, indicating that both dimensions are essential for effective language use. In addition, recent studies suggest that contextualized vocabulary learning and the integration of implicit and explicit teaching approaches significantly enhance retention and academic language development.

Research methodology. This study is based on a systematic review approach, focusing on previously published research articles, theoretical frameworks, and empirical findings related to vocabulary teaching. Relevant literature was collected, analyzed, and synthesized to identify key principles, categories, and effective instructional approaches in vocabulary learning. The study adopts a qualitative descriptive method to interpret existing data and draw conclusions about vocabulary teaching in context.

Results and discussion. The learners' receptive vocabulary size was found to have a strong association with reading and writing abilities and a moderate influence on speaking and listening performance. Vocabulary size and depth in communication appear to be associated with effective interaction that follows the principles of communication, namely the maxims of quantity, quality, relevance, and manner. The maxim of quantity is achieved when the message delivered provides sufficient and appropriate information using the intended words. The maxim of quality is fulfilled when the speaker's statements are truthful and reflect reality.

There are four fundamental reasons for considering language, in general, as a tool for social interaction. These include the following: language functions as a system for expressing meaning; its main purpose is to facilitate interaction and communication; its structure reflects its functional and communicative roles; and the basic units of language are not limited to grammatical forms but also include categories of functional and communicative meaning as demonstrated in discourse. Since language is believed to consist of symbols that represent human thoughts and emotions, meaning—the reality of human thought—can only be understood through language. These symbols represent the words of a language, and their selection reflects people's social backgrounds and emotions during communication. This means that the words we choose are influenced by our experiences. Children with limited experiences usually have a smaller vocabulary to express their ideas. As a result, a politician's word choice is often connected with political topics and social issues. Vocabulary plays an important role in constructing human reality. It forms our perception of the world and can even alter the way people think, affecting how listeners respond and act.

It is generally believed that emotions are primarily physical and are only loosely connected to the words that name them. Words serve as instruments to label these emotions using language. This implies that word choice in communication plays a key role in producing and perceiving emotions, which are contextually tied to the situation, timing,

and manner in which they are expressed and interpreted. Language plays a role in emotion by providing a framework for interpreting bodily sensations and making sense of the surrounding world within a specific context. They argued that emotions are constructed when bodily sensations are categorized using knowledge of emotion categories, a process that is supported by language. Given that science and technology are disseminated primarily through academic discourse, and that such discourse is composed of structured sequences of words, it can be concluded that vocabulary is closely linked to the communication of scientific knowledge. This is because research articles are constructed from words, highlighting the significant role of vocabulary in academic discourse. Linguists maintain that, from a linguistic perspective, the words used in academic discourse are typically academic in nature and highly specialized. In addition, the extent and understanding of vocabulary are likely to predict academic performance. While different studies may show varying results, they all point to the significant role of vocabulary. Providing an overview of vocabulary types is important to gain a better understanding of how to teach them effectively, taking into account the context, learners' learning styles, preferences, and needs. Two well-known categories are receptive and productive vocabulary, and active and passive vocabulary. Receptive vocabulary refers to the words a person encounters while reading or listening. These are the words that help readers and listeners comprehend the intended message. Productive vocabulary, on the other hand, consists of the words used to produce messages. Speaking and writing are the main skills that make use of this type of vocabulary, which is named accordingly to match the productive aspects of language.

Another important perspective on vocabulary types is their contribution to the development of both receptive and productive skills. Numerous studies have confirmed their impact on various language skill domains, including oral proficiency, reading competence, and cloze test performance. Vocabulary knowledge has been shown to positively predict reading comprehension, indicating that it serves as a reliable predictor of reading competence and providing evidence of its role in receptive skills. More precisely, vocabulary knowledge influencing research results consists of understanding a word's form, meaning, and how it is used.

Based on word frequency, vocabulary can often be classified into active and passive categories. Active vocabulary consists of the words that listeners and writers frequently use and fully understand. These are the words that can be readily recalled and employed as needed in speaking or writing situations. In practice, active vocabulary consists of words that can be used automatically in writing and speaking without conscious effort or hesitation. In contrast, passive vocabulary consists of words that are not fully understood and are therefore used infrequently in speaking and writing. Consequently, passive vocabulary can be considered a prerequisite for the development of active vocabulary.

Regarding the development of passive and active vocabularies, both types increase over time and show a positive correlation with each other. Regarding the development of passive and active vocabularies, both types increase over time and show a positive correlation with each other. However, passive vocabularies tend to grow at a faster rate than controlled active vocabularies. The free active vocabulary was found to be unrelated to either of the two types. They argued that free active vocabulary develops more slowly and less predictably than passive vocabulary.

Research typically divides vocabulary teaching into implicit and explicit approaches. Implicit vocabulary teaching involves learners picking up words unconsciously, indirectly, and within context. Students using this method tend to learn vocabulary naturally. A notable drawback of implicit vocabulary teaching is that it requires a considerable amount of time. Effective preparation of English teachers is essential for conducting engaging and successful teaching and learning activities. Inadequate preparation or unengaging instruction can result in confusion in the classroom. However, the implicit learning contains many benefits. Studies show that implicit learning is positively linked to various areas such as artificial grammar learning, sequence learning, managing computer-simulated dynamic systems, and probability learning. Explicit vocabulary teaching is a deliberate process in which learners consciously acquire vocabulary. This approach requires a systematic method, awareness of learning goals, and the ability to understand, predict, and reflect on their learning outcomes. This is most effectively achieved through cognitive strategies, note-taking, the use of dictionaries, and other associative learning techniques, such as semantic approaches and mnemonic methods. According to the natural characteristics of language, explicit vocabulary teaching, which focuses on form, meaning, and use, includes three extra techniques that support learning. These techniques include form-based explicit teaching, meaning-based explicit teaching, and rule-based explicit teaching. Form-based explicit teaching involves directly instructing students on the forms of vocabulary, such as free morphemes, bound morphemes, and spelling. Meaning-based explicit teaching refers to a procedure in which the meaning of targeted vocabulary is directly taught. Rule-based explicit teaching, on the other hand, involves instructing vocabulary according to the rules governing its use.

Conclusion. In conclusion, identifying the most effective techniques for teaching vocabulary remains a topic of considerable interest among scholars. Implicit teaching that focuses on meaning works best for meaning-based aspects of language, while explicit rule-based teaching is better suited for form-based aspects. These findings suggest that implicit vocabulary teaching enables learners to develop a deeper understanding of word meanings. Conversely, explicit instruction focused on vocabulary rules and usage is more likely to enhance learners' ability to master spelling and comprehend word components, such as roots, bases, prefixes, suffixes, and infixes.

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