



**EXPLORING THE IMPACT OF CONTEXTUAL VOCABULARY
TEACHING APPROACHES ON UZBEKISTAN STUDENTS’
ENGLISH LANGUAGE PROFICIENCY: INSIGHTS FROM
TASHKENT ENGLISH LANGUAGE TEACHERS’ PERSPECTIVES**

Jurayeva Gulbegim

Teacher, FLTM-3 Department

Uzbek State World Languages University

ABSTRACT

This study aimed to investigate the effectiveness of contextual approaches to teaching vocabulary in the Uzbekistan education system. A survey was conducted among English language teachers in Tashkent to gather their perspectives on the impact of contextual vocabulary teaching on students’ English language proficiency. The survey results revealed that contextual approaches to teaching vocabulary were perceived as more effective than traditional methods, as they facilitated better retention and application of vocabulary in real-life contexts. Additionally, the study found that incorporating contextual elements into vocabulary teaching increased students’ motivation and engagement, which positively impacted their language learning outcomes. The findings of this study suggest that contextual approaches to teaching vocabulary can be beneficial in enhancing students’ English language proficiency and should be considered as a viable teaching method in the Uzbekistan education system.

KEYWORDS

Contextual approaches, teaching vocabulary, English language teachers, survey, traditional methods, rote memorization, real-life contexts, acquisition, retention, motivation

INTRODUCTION

The acquisition of vocabulary is an integral part of language learning, as it forms the foundation for effective communication and comprehension (Laufer, 1997). Despite its importance, traditional methods of teaching vocabulary have been criticized for their lack of effectiveness, as they often involve rote memorization and fail to provide learners with the opportunity to apply vocabulary in real-life contexts (Nation, 2001). In recent years, contextual approaches to teaching vocabulary have gained popularity, as they incorporate real-life scenarios and authentic materials to facilitate the acquisition and retention of vocabulary (Schmitt & Schmitt, 2014).

In the Uzbekistan education system, English language learning is a compulsory subject from primary school to higher education. However, the traditional methods of teaching vocabulary have been predominant in the Uzbekistan education system, which may limit students’ language learning

outcomes. Therefore, this study aimed to explore the impact of contextual approaches to teaching vocabulary on Uzbekistan students' English language proficiency, from the perspectives of English language teachers in Tashkent.

Methodology

A survey was conducted among 50 English language teachers in Tashkent, who were selected through purposive sampling. The survey consisted of closed-ended and open-ended questions, designed to gather information on teachers' perceptions of the effectiveness of contextual approaches to teaching vocabulary, their experiences in incorporating contextual elements into their teaching, and the impact of contextual teaching on students' English language proficiency. The survey responses were analyzed using descriptive statistics and content analysis.

Results

The survey results revealed that 86% of the respondents believed that contextual approaches to teaching vocabulary were more effective than traditional methods. The majority of the respondents (78%) reported that incorporating contextual elements into their teaching increased students' motivation and engagement, which positively impacted their language learning outcomes. Furthermore, 64% of the respondents reported that contextual approaches to teaching vocabulary facilitated better retention and application of vocabulary in real-life contexts.

The open-ended responses provided additional insights into the impact of contextual teaching on students' English language proficiency. Many respondents reported that contextual teaching helped students understand the nuances and usage of vocabulary in different contexts, which improved their communication skills. Some respondents also reported that contextual teaching improved students' reading and writing abilities, as it exposed them to authentic materials and real-life scenarios.

The findings of this study support the effectiveness of contextual approaches to teaching vocabulary in enhancing Uzbekistan students' English language proficiency. The results suggest that incorporating contextual elements into vocabulary teaching can increase students' motivation and engagement, facilitate better retention and application of vocabulary, and improve their communication, reading, and writing skills. These findings are consistent with previous studies, which have found that contextual teaching is more effective than traditional methods (Schmitt & Schmitt, 2014; Webb & Nation, 2017).

However, this study has several limitations that should be considered. Firstly, the sample size was relatively small, which may limit the generalizability of the findings. Secondly, the study relied on self-reported data from teachers, which may be subject to bias. Future studies should consider using larger sample sizes and triangulating the data with students' perspectives and language proficiency assessments to enhance the validity of the findings.

Conclusion

This study provides insights into the effectiveness of contextual approaches to teaching vocabulary in the Uzbekistan education system. The findings suggest that contextual teaching can enhance students' English language proficiency by increasing their motivation and engagement, facilitating better retention and application of vocabulary, and improving their communication, reading, and writing skills. Therefore, contextual approaches to teaching vocabulary should be considered as a viable

teaching method in the Uzbekistan education system. Further research is needed to explore the impact of contextual teaching on students' language proficiency using more diverse samples and methods.

References:

1. Laufer, B. (1997). The lexical plight in second language reading: Words you don't know, words you think you know, and words you can't guess. In J. Coady & T.
2. Abduraxmanovna, Khilola Zakirova. "Effective methods of teaching and learning architecture and construction terminology in higher education." *ACADEMICIA: An International Multidisciplinary Research Journal* 11.3 (2021): 1733-1737.
3. Abduraxmanovna Z.K. Creating Effective Teaching and Learning Environment in Higher Education. *American journal of science and learning for development*. 2022 Dec 23;1(2):188-92
4. Borshchovetska, V. D. & Semenchuk, Yu. O. (2009). Using Educational Strategies for Mastering Foreign Language Vocabulary. //*Foreign Languages*. No 2. –P.19–23.
5. Kambarova M. M. Semantic and functional features of lexical units in the field of architecture and construction in English and Uzbek //*Linguistics and Culture Review*. – 2021. – Т. 5. – №. 1. – С. 64-74.
6. Utemuratova Zarukhan Ajimuratovna. (2023). Effective ways of teaching construction vocabulary in foreign language., *American Journal of Pedagogical and Educational Research*, 8, 136–138.
7. Shukhratovna S. N. Terminology in Linguistics: Approach, Analysis and Research //*Vital Annex: International Journal of Novel Research in Advanced Sciences*. – 2022. – Т. 1. – №. 5. – С. 375-377.
8. Saloydinova N. S. Lexical and semantic peculiarities and problems of the translation of architectural and construction terminology from English into Russian and Uzbek//*Theoretical & Applied Science*. – 2020. – №. 1. – С. 19-22.
9. Zakirova, H. "Modern pedagogical technologies in the teaching foreign language." *Педагогика. Проблемы. Перспективы. Инновации.*, 2020.
10. Zakirova, Kh. A. "Terminology as a research object of linguistics and specific features of construction terminology." *Theoretical & Applied Science* 4 (2020): 149-151.
11. Ajimuratovna, Utemuratova Zaruxan. "The importance of modern methodologies in teaching Russian language to students." *ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW* ISSN: 2319-2836 Impact Factor: 7.603 11.05 (2022): 77-79.
12. Utemuratova, Z. A. "The use of motivational features of gaming technology in the study of the Russian language in non-linguistic universities." *ISJ Theoretical & Applied Science*, 11 (91) (2020): 39-42.