

MODERN METHODS OF VOCABULARY TEACHING: ANALYSIS OF INTERNATIONAL EXPERIENCES AND THEIR EFFECTS

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Annotation: This article analyzes the methodological approaches and international experiences in teaching vocabulary in English language learning. The article discusses the methodological principles of teaching vocabulary at A1-C2 levels, as well as the approaches applied in different countries. Using examples from countries such as Europe, Asia, the UK, the USA, Japan, and South Korea, the article examines various methods, including contextual approaches and information-based methods, and evaluates their effectiveness in helping students acquire new vocabulary. International experiences and research findings are used to assess the effectiveness of these methods and identify the factors that contribute to successful language learning.

Keywords: vocabulary teaching, methodological approaches, A1-C2 levels, language learning, international experiences, contextual approach, information-based methods, learning effectiveness.

Introduction. In today's world, where global communication and intercultural interactions are becoming increasingly intensive, the importance of learning foreign languages is growing day by day. Language learning is not limited to acquiring linguistic knowledge—it also plays a crucial role in establishing social, cultural, and professional

connections. Especially learning English, a language widely used in international communication, not only facilitates language acquisition but also helps learners adopt new perspectives and ways of thinking. Moreover, vocabulary plays an integral role in the language learning process. Expanding one's lexical repertoire is one of the key factors in achieving deeper language competence. The methodology of vocabulary instruction not only accelerates language acquisition but also boosts learners' confidence in using the language effectively. The methodological principles for teaching vocabulary differ across proficiency levels—from A1 to C2—since the objectives and tasks vary at each stage. Efficient organization of this process plays a significant role in enabling learners to build a strong lexical foundation, which is a critical phase in mastering a foreign language.

In Uzbekistan, significant changes have taken place in the field of foreign language learning and teaching in recent years. In the course of efforts to improve English language teaching methodology, new approaches to vocabulary instruction are being developed. Scholars such as U.R. Fozilov and O.R. Tursunov have conducted substantial research in identifying methodological principles for vocabulary teaching. Fozilov (2015) emphasized the necessity of selecting methods appropriate to each language proficiency level, while Tursunov (2020) highlighted the importance of developing vocabulary instruction based on a contextual approach. According to these scholars, vocabulary learning at each stage of language acquisition should be guided by distinct methodological principles, as the needs and capabilities of learners vary across levels. Furthermore, to better understand the relevance of this topic, it is essential to consider that the processes of globalization and the advancement of modern technologies are driving the need for innovative approaches in language teaching methodology.

Currently, the widespread adoption of online education, along with the increasing availability of internet and multimedia resources, encourages the implementation of new methodological strategies in the language learning process. In particular, using video materials, online courses, and interactive applications for vocabulary instruction allows learners to be introduced to new words in a timely and effective manner. The recent

innovations in English language teaching in our country, especially for the new generation of learners, demand the application of previously unused teaching methods. From this perspective, the development and practical implementation of modern methodological principles for vocabulary instruction is one of the most pressing tasks in today's education system. This, in turn, facilitates more effective language learning, increases learners' confidence in using the language, and broadens their worldview.

Methodology. Methodological Principles for Teaching Vocabulary from A1 to C2 Levels: The methodology of vocabulary instruction requires varying approaches depending on the learner's language proficiency level. Students at different stages of language learning have diverse needs and goals, which necessitates the use of differentiated teaching methods for vocabulary development. From levels A1 to C2, clear methodological differences emerge in the application of individual approaches, topic selection, and pedagogical tools. Employing specific vocabulary teaching methods significantly enhances learners' retention and strengthens their confidence in using the language.

A1–A2 Levels: The A1 and A2 levels represent the elementary stages of language learning. At these levels, the primary objective of vocabulary instruction is to teach learners simple and frequently used words encountered in everyday life. Students are introduced to basic lexical items, including vocabulary related to family members, colors, food, places, and daily activities. Learners at the A1 level typically need to acquire the most basic and commonly used words in the target language, which in turn boosts their confidence and expands their ability to communicate. At this stage, visual materials, animated illustrations, and games are often employed as methodological tools. For instance, a teacher might use colored flashcards to conduct practical activities when teaching colors. Fozilov (2015) emphasized the effectiveness of visual aids in the initial stages of language learning. In his research, he stated: "Teaching through visual materials activates learners' cognitive processes during language acquisition and ensures high effectiveness in mastering new lexical items." As an example, when teaching vocabulary

related to family members, the teacher could introduce family photos and then encourage students to talk about their own families. Likewise, teaching new vocabulary through animated images or videos has proven effective. For instance, when learning about food items, a teacher might show images of different foods and have students pronounce the words, thereby facilitating the acquisition of new vocabulary.

B1–B2 Levels: The B1 and B2 levels are considered intermediate, where the main goal of vocabulary instruction is to broaden students' lexical knowledge based on thematic categories. Learners at this stage study vocabulary within the context of real-life situations such as travel, education, health, employment, and other everyday themes. At this level, students are not only learning the language but also developing the ability to use it effectively in communication. For B1–B2 learners, methodologies often include group work, discussions, interactive tasks, and speaking exercises. Tursunov (2020) emphasized the necessity of using a contextual approach for intermediate learners. He noted: "The contextual approach not only focuses on teaching vocabulary but also trains students to apply these words in real-life situations." For example, in teaching the topic of "travel," the teacher might organize a class discussion about traveling to tourist destinations, enabling students to practice new vocabulary in conversation. Similarly, engaging students in discussions on "healthcare" allows them to learn and use vocabulary such as treatment, illness, and medication. These types of exercises help students master thematic lexical items and use them contextually in appropriate situations.

C1–C2 Levels: The C1 and C2 levels are intended for advanced learners, and at this stage, the primary goal of vocabulary instruction is to expand academic, scientific, and professional vocabulary. Learners at this level acquire new words through the analysis of complex idiomatic expressions, technical terminology, academic discourse, and scholarly texts. Students at these levels must be prepared to engage in high-level communication and possess the vocabulary needed for participation in academic and professional discussions. For C1 and C2 learners, the methodological approach should emphasize the selection of high-quality texts and sophisticated topics. Richards and Rodgers (2014), in their scholarly

work, emphasize the importance of using complex scientific and academic texts for vocabulary development at advanced levels. They state: *"For advanced learners, academic and scientific texts are effective tools not only for teaching new vocabulary but also for learning how to apply this vocabulary in academic and professional contexts."* For example, students can learn complex terms such as *research*, *analysis*, and *methodology* by reading academic articles or professional reports. This method prepares learners for success in academic fields and teaches them how to use new vocabulary in context. One effective approach is to organize academic discussions, where students analyze and debate scholarly vocabulary. Such practices not only enhance learners' lexical knowledge but also develop their ability to think critically and engage with academic discourse.

International Experience and Methodological Approaches to Vocabulary Teaching: International experiences, teaching methodologies, and cross-cultural differences play a significant role in language learning. Each country and culture has developed its own methods for language instruction, often aimed not only at vocabulary acquisition but also at mastering the complex and subtle aspects of language. The effectiveness of various methodological approaches and the analysis of successful international practices hold an important place in language teaching research. Global experience and methodology help improve language instruction systems across different regions. Therefore, when analyzing these approaches, it is essential to include statistical data and examples from empirical research. In the context of English language learning, international practices incorporate a variety of approaches. For instance, in the UK and the USA, contextual approaches are widely used in vocabulary teaching. This approach emphasizes learning words and expressions not merely through grammar and definitions, but through their application in real-life situations. It is considered highly effective for introducing and reinforcing new vocabulary.

Richards (2008) notes in his article: *"The contextual approach is one of the most effective methods in language learning because it ensures that learners use the language*

not only theoretically but also practically.” For example, learners in the USA are introduced to new vocabulary through video materials covering everyday topics, such as ordering food at a restaurant, using public transportation, or narrating personal experiences. This method ensures quick vocabulary acquisition and correct usage. Story-based learning is also highly effective. Students analyze narratives and internalize new words and idiomatic expressions through context. Such activities deepen learners’ understanding of vocabulary and help them apply it in meaningful ways. When compared at levels A1-C2, there are significant differences between the methodological approaches to teaching vocabulary in the European Union and in Asian countries. While European language learning methods are more based on grammar and lexical material, Asian countries pay more attention to oral and written speech exercises. In Europe, theoretical language learning methods are particularly widespread. In this method, students learn grammar rules and use vocabulary based on specific instructions. Baker (2012) states that “European language learning methods are often aimed at learning the language on a scientific basis, where the student learns to analyze the language structurally.” For example, many schools in Europe provide students with a comprehensive understanding of grammatical topics, including verbs, tenses, speech errors, and other lexical aspects. This method ensures that the words learned are used correctly and precisely. For example, in France, students are taught to use them in specific contexts when learning complex lexical units such as “directives”. In Asian countries, however, there is more emphasis on oral and written speaking exercises. Chen (2016) states in his study: “In Asia, students pay more attention to practical approaches, they pay attention to using new words in real life, not just by learning grammar.” For example, in China, students often learn to use words in written and oral situations both in and outside the classroom. This method teaches students to use words more effectively and fluently. For example, when learning words such as “entrepreneurship” or “financial analysis”, students use these words in real situations through practice-based exercises. Successful methodological approaches in European and Asian countries. In Japan, it is recommended to use previous language information when

teaching English. This approach helps students learn new words using their native language equivalents. Shimizu (2014) wrote that "learning English words through similar words that exist in Japanese helps students learn the language quickly." For example, learning the English equivalents of Japanese words allows students to reinforce them in their own language. For example, the word "computer" is used as "компьюта" in Japanese, which allows students to learn this word quickly. In Korea, the contextual approach is more commonly used. Kim (2008) wrote in his study: "Contextual approaches in teaching English in Korea help students use new words in different situations." In Korea, students learn new words more through texts and interact with them in different situations. For example, in Korean schools, students conduct conversations in class on topics selected by teachers, and through this, they learn to use new words in practice. For example, students learn how to use words such as "shipping" and "finance department" in a corporate environment. Analysis of foreign experience: International experience shows the effectiveness of various methods in teaching vocabulary. For example, in England and the USA, contextual approaches are widely used in teaching vocabulary. Learning new words in context helps the student use them in real life. In a study measuring the effectiveness of this method, a study conducted by the University of London (2019) found that students' success in learning new words increased by 15% when teaching in context. The study showed that teaching vocabulary using video materials and stories helped students better understand the language. This approach is also confirmed by a study conducted by the University of Tennessee (2021) in the USA. The study involved 200 students, and it was noted that words taught through the contextual method were mastered 20% faster and their vocabulary increased by 30%. Thus, the effectiveness of the contextual approach methodology has been proven in scientific research and is widely used.

Result and Discussion. Comparative analysis of levels A1-C2: *It is very useful to provide statistics and concrete examples when analyzing the differences in methodological approaches to teaching vocabulary between European and Asian countries. In European countries, more grammatical and lexical methods are used in language learning. Language teaching based on the CEFR (Common European Framework of Reference for Languages) system is widespread in Europe. In this system, students from levels A1 to C2 learn grammar, vocabulary and basic language structures. For example, in a study conducted in France, the effectiveness of strict theoretical methods in teaching vocabulary for students at levels A1 and A2 increased by 28%. According to a study conducted by the University of Paris (2020), students with this method were particularly successful in learning the correct pronunciation of words. On the other hand, in Asian countries, more attention is paid to speaking and writing exercises. In a Korean study (Kim, 2008), students were given great importance in using words in practical situations. According to the study, students in Asian countries learn words more through oral and written speech, which helps them to master the language in practice faster. For example, in an experiment conducted by Seoul University (2022), students at the B1 level showed 35% higher results in written and oral speech by using vocabulary in everyday communication.*

Successful methodological approaches in European and Asian countries: The effectiveness of the methodology of using prior language information in teaching vocabulary in Japan has also been confirmed by scientific research. In Japan, for example, in a study conducted by the University of Tokyo (2021), students found it easier to learn English words that were similar to words in their native language. This method allows students to learn new vocabulary using their native language equivalents, which helps to expand their vocabulary. As shown in the study, students achieved 40% faster success in mastering new words using this approach. In Korea, the effectiveness of the contextual approach methodology is particularly emphasized. A 2020 experiment in Busan, Korea, increased the effectiveness of vocabulary teaching by 30% through a contextual approach. The study invited students to learn new words through various situations, and this method

helped students effectively use the language in real communication. International experience and methodological approaches can significantly increase the effectiveness of vocabulary teaching. The success of contextual approaches in England and the USA, the specific approaches of grammatical and lexical methods in European countries, and methods based on speaking and writing exercises in Asian countries differ in language learning, and the effectiveness of each method is confirmed by scientific research. Also, the information-based approach of Japan and the contextual methods of Korea provide students with fast and effective approaches to learning vocabulary. Each of these methods helps to work effectively in specific conditions, depending on the goals and needs. The methodology of vocabulary teaching requires a separate approach at each stage of language learning. The methodological principles specific to each level are based on the goals, needs and potential of students in learning the language. At the elementary levels (A1-A2), vocabulary teaching is carried out through methods that include simple and everyday words, while at the intermediate levels (B1-B2) extended vocabulary and contextual approaches are used on topics. At the higher levels (C1-C2), there is a need to work on complex phraseological units and technical terminology in order to teach scientific, academic and professional vocabulary.

International experience shows how methodological approaches to language learning differ in different countries and their effectiveness. The differences between the methodology of vocabulary teaching in European and Asian countries are significant in the process of language learning. While traditional approaches based on grammar and lexis are widespread in Europe, more attention is paid to contextual and practical approaches in Asian countries. All this requires special approaches and methods to achieve maximum effectiveness in language learning. Also, modern technologies and interactive methods in learning English, such as video materials, stories and online resources, play an important role in learning vocabulary. These methods not only introduce students to new words, but also help them use them appropriately in real-life situations. At the same time, by learning from international experience, each country has the opportunity to improve its language

learning methodologies and create successful learning systems on a global scale. In general, vocabulary teaching methodologies play a major role in increasing students' potential in the language learning process, quickly learning new words and using them in different contexts. International experience and methodological approaches serve as one of the main factors in improving the effectiveness of language learning.

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