

## THE ROLE OF EFFECTIVE TEACHING METHODS IN DEVELOPING STUDENTS’ VOCABULARY IN ENGLISH CLASSES

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**Abstract:** *This article explores the role of effective teaching methods in developing students’ vocabulary in English classes. Vocabulary is one of the essential components of language learning because it helps students understand texts, express their ideas clearly, improve communication skills, and become more confident in using English. The article discusses how modern and interactive methods, such as games, flashcards, mind maps, group work, contextual learning, role-play, and digital tools, can make vocabulary learning more meaningful and engaging. Special attention is given to the importance of teaching new words in context rather than through memorization alone. When students learn vocabulary through real-life situations, dialogues, reading texts, and listening activities, they remember words better and use them more naturally.*

**Keywords:** *Vocabulary development, English classes, effective teaching methods, language learning, interactive methods, communicative competence.*

The topic “The Role of Effective Teaching Methods in Developing Students’ Vocabulary in English Classes” is highly relevant because vocabulary is one of the main foundations of successful language learning. A student may know grammar rules, but without enough vocabulary, he or she cannot understand texts, express ideas clearly, participate in conversations, or complete communicative tasks. Therefore, vocabulary teaching should be systematic, contextual, and practice-oriented.

Analysis shows that vocabulary knowledge is not limited to knowing the translation of a word. A learner should know the word’s meaning, pronunciation, spelling, grammatical form, collocations, synonyms, antonyms, and appropriate context of use. For example, teaching the word “environment” only as *atrof-muhit* is not enough. Students should also learn expressions such as *protect the environment*, *environmental problems*, *clean environment*, and *damage the environment*. This helps them use the word naturally in speaking and writing.

One important point is that vocabulary should be taught in context. If students memorize isolated word lists, they may quickly forget them or use them incorrectly. However, when new words are introduced through texts, dialogues, pictures, real-life situations, and listening activities, students understand both meaning and usage. For example, instead of simply

translating the word “responsible”, the teacher can give a sentence: “A responsible student always does homework on time.” Then students can create their own examples: “A responsible teacher prepares lessons carefully.” This method develops both vocabulary and communicative competence.

Research also shows that vocabulary size directly affects reading and listening comprehension. Nation states that, for about 98% comprehension, learners need approximately 8,000–9,000 word families for written texts and 6,000–7,000 word families for spoken texts. This means that vocabulary development is not a secondary part of English learning; it is a central condition for understanding authentic texts, films, podcasts, conversations, and academic materials.

Another important analytical point is the difference between receptive vocabulary and productive vocabulary. Receptive vocabulary means the words students can recognize when reading or listening. Productive vocabulary means the words students can actively use in speaking and writing. In many English classes, students recognize many words but cannot use them correctly in communication. For example, a student may understand the word “opportunity” in a text, but when speaking, he may still say “chance” every time because “opportunity” has not become part of his productive vocabulary. Laufer and Goldstein emphasize that vocabulary knowledge includes different levels, from passive recognition to active recall, which shows that vocabulary learning should move from recognition to real use.

Effective vocabulary teaching should include repetition. A word is rarely learned after one encounter. Students need to meet the same word several times in different contexts. For example, the word “achievement” can appear first in a reading text, then in a listening task, then in a speaking activity, and finally in a written paragraph. Webb’s research on vocabulary repetition showed that learners’ word knowledge increased as the number of encounters rose from 1 to 3, 7, and 10 exposures. This confirms that repeated exposure is necessary for long-term vocabulary retention.

Interactive methods play a very important role in this process. Flashcards help students connect form and meaning. Mind maps help them organize words by topic. Role-play helps them use new vocabulary in real communication. Group work gives learners more opportunities to speak. Digital tools make vocabulary practice more engaging and flexible. For example, when teaching the topic “Travelling”, the teacher can divide students into groups and give them roles: tourist, guide, hotel receptionist, and airport officer. Students then use words such as ticket, luggage, reservation, destination, passport, accommodation in realistic situations.

The use of semantic fields is also effective. Words should not be taught randomly; they should be grouped according to meaning. For example, when teaching the topic “Education”,

the teacher may introduce related words: subject, lesson, exam, mark, homework, skill, knowledge, achievement, classroom, teacher, student. This method helps students build associations and remember vocabulary more easily. It also supports speaking and writing because students can use topic-related words together.

Another useful method is teaching word formation. Students should learn how one root can produce several words. For example: educate — education — educational — educator; develop — development — developer — developing. This method expands students' vocabulary quickly because they learn not only one word, but a whole word family. It also helps them understand unfamiliar words in texts.

Vocabulary teaching should also include collocations. Many students make mistakes because they translate directly from their native language. For example, they may say “make homework” instead of “do homework”, or “strong rain” instead of “heavy rain.” Therefore, teachers should teach words together with their common combinations. This improves naturalness and accuracy in students' speech.

Assessment is another important part of vocabulary development. Teachers should not test only translation. They should check whether students can use words in context. For example, instead of asking “Translate the word important,” the teacher can ask students to complete a sentence: “Education is important because...” This type of task shows whether students can use the word meaningfully.

The analysis shows that the most effective vocabulary teaching combines several methods: contextual learning, repetition, visual support, interactive tasks, word formation, collocation practice, and communicative use. Oxford also notes that language learning strategies help learners become more active and independent in the learning process, which is especially important for vocabulary development.

Thus, effective teaching methods have a direct influence on students' vocabulary growth. If vocabulary is taught only through memorization, students may know definitions but fail to use words in real communication. If vocabulary is taught through context, interaction, repetition, and practice, students develop deeper understanding and stronger communicative ability. Therefore, English teachers should organize vocabulary lessons in a way that moves students from knowing words to using words confidently and correctly.

In conclusion, effective teaching methods play a significant role in developing students' vocabulary in English classes. Vocabulary is not only a list of words to memorize, but also an essential tool for communication, reading comprehension, listening comprehension, speaking, and writing. Students need to understand the meaning, pronunciation, spelling, grammatical form, collocations, and contextual use of new words.

The analysis shows that vocabulary teaching becomes more successful when teachers use contextual learning, repetition, visual materials, flashcards, mind maps, role-play, group work, digital tools, and communicative activities. These methods help students remember new words better and use them naturally in real-life situations. Teaching vocabulary in isolation is less effective because students may forget words quickly or fail to use them correctly in speech and writing.

It is also important to distinguish between receptive and productive vocabulary. Students may recognize many words while reading or listening, but they need regular practice to use those words actively in speaking and writing. Therefore, English teachers should create meaningful classroom activities that encourage students to use new vocabulary repeatedly and confidently.

Overall, the development of students' vocabulary depends on systematic, interactive, and learner-centered teaching. Effective vocabulary instruction increases students' motivation, improves their communicative competence, and helps them become more confident English language users.

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