

## THE PRINCIPLES OF TEACHING LEXIS (VOCABULARY)

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### **Annotatsiya**

Ushbu maqolada leksika (lugʻat boyligi)ni oʻqitishning asosiy tamoyillari tahlil qilinadi. Tadqiqotda soʻzlarni kontekstda oʻrganish, takrorlash, faol ishtirok, motivatsiya va kommunikativ yondashuv kabi muhim metodik jihatlar koʻrib chiqiladi. Shuningdek, zamonaviy til oʻqitish nazariyalariga asoslangan holda leksik birliklarni samarali oʻzlashtirish yoʻllari yoritiladi. Maqola oʻqituvchilar va til oʻrganuvchilar uchun amaliy tavsiyalar beradi.

**Kalit soʻzlar:** Leksika, lugʻat boyligi, oʻqitish tamoyillari, kontekst, takrorlash, kommunikativ yondashuv, til oʻrganish, faol ishtirok, motivatsiya, metodika.

### **Abstract**

This article analyzes the main principles of teaching lexis (vocabulary). The study examines key methodological aspects such as learning words in context, repetition, active engagement, motivation, and communicative approaches. It also highlights effective ways of acquiring vocabulary based on modern theories of language teaching. The article provides practical recommendations for both teachers and language learners.



**Key words:** Lexis, vocabulary, teaching principles, context, repetition, communicative approach, language learning, active engagement, motivation, methodology.

### Аннотация

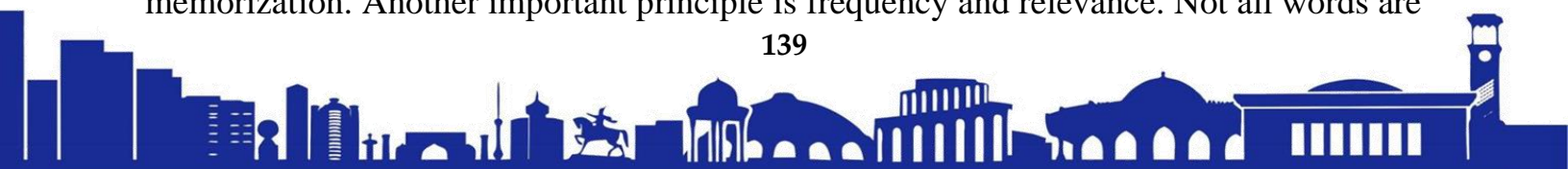
В данной статье анализируются основные принципы обучения лексике (словарному запасу). В исследовании рассматриваются такие важные методические аспекты, как изучение слов в контексте, повторение, активное участие, мотивация и коммуникативный подход. Также освещаются эффективные способы усвоения лексики на основе современных теорий обучения языку. Статья содержит практические рекомендации для преподавателей и изучающих язык.

**Ключевые слова:** Лексика, словарный запас, принципы обучения, контекст, повторение, коммуникативный подход, изучение языка, активное участие, мотивация, методика.

### INTRODUCTION

The principles of teaching lexis, or vocabulary, occupy a central place in modern language pedagogy because vocabulary forms the foundation of communication. Without sufficient lexical knowledge, learners are unable to express ideas, comprehend texts, or participate meaningfully in interaction, regardless of their grammatical competence. As language teaching has evolved, the focus has shifted from memorizing isolated word lists to developing a deeper understanding of how words function in context, how they are acquired, and how they can be effectively taught and retained.

One of the core principles of teaching vocabulary is the emphasis on meaningful context. Words are not learned effectively in isolation; instead, they are best acquired when presented within authentic and meaningful situations. Context allows learners to infer meaning, understand usage, and recognize nuances such as connotation, collocation, and register. When vocabulary is embedded in sentences, dialogues, or real-life scenarios, learners are more likely to internalize it and use it appropriately. This principle aligns with communicative language teaching approaches, which prioritize language use over rote memorization. Another important principle is frequency and relevance. Not all words are



equally useful, and teaching should prioritize high-frequency and functionally relevant vocabulary. Learners benefit more from mastering words that they are likely to encounter and use regularly in communication. This involves careful selection of lexical items based on learners' needs, proficiency levels, and goals. For example, everyday vocabulary and common expressions are more valuable at the early stages, while more specialized or academic vocabulary becomes important at advanced levels.

Repetition and recycling are also essential in vocabulary acquisition. Learning a word is not a one-time event but a gradual process that requires multiple exposures in different contexts. Teachers should provide opportunities for learners to encounter and use new vocabulary repeatedly over time. This can be achieved through varied activities such as reading, listening, speaking, and writing tasks that incorporate previously learned words. Recycling helps move vocabulary from short-term to long-term memory and strengthens retention.

The principle of active engagement plays a significant role in effective vocabulary teaching. Learners should not be passive recipients of word meanings; instead, they should actively interact with new lexical items. Activities such as matching, categorizing, word formation exercises, and communicative tasks encourage deeper cognitive processing. When learners manipulate words, use them in sentences, and connect them with prior knowledge, they develop stronger mental associations and are more likely to remember them. Another key principle is the integration of form, meaning, and use. Teaching vocabulary involves more than simply providing definitions. Learners need to understand how a word is pronounced, how it is spelled, what it means, and how it is used in different contexts. This includes knowledge of grammatical behavior, collocations, and stylistic appropriateness. For example, knowing that a word exists is not sufficient; learners must also know how to use it correctly in a sentence and in real communication.

Personalization is also crucial in vocabulary learning. When learners can relate new words to their own experiences, interests, and needs, the learning process becomes more meaningful and memorable. Teachers can encourage personalization by asking students to create sentences about their own lives, express opinions, or discuss familiar topics using new vocabulary. This approach not only enhances retention but also increases motivation and engagement. The principle of learner autonomy should not be overlooked. Effective vocabulary teaching equips learners with strategies to continue learning independently.

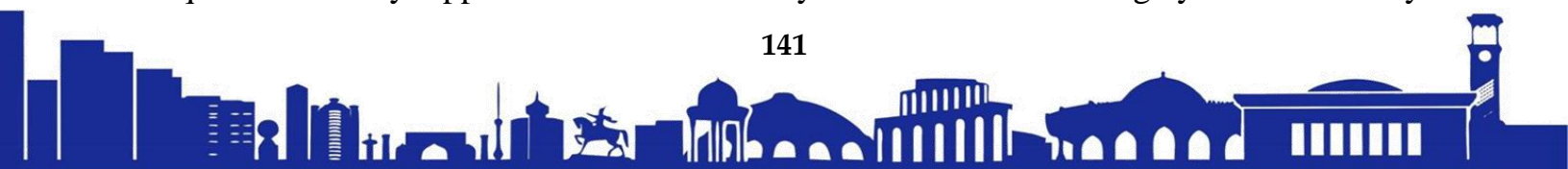


This includes skills such as guessing meaning from context, using dictionaries effectively, keeping vocabulary notebooks, and employing mnemonic techniques. By fostering autonomy, teachers help learners become lifelong language learners who can expand their vocabulary beyond the classroom. Another important aspect is the balance between explicit and implicit learning. While some vocabulary can be acquired naturally through exposure, explicit instruction is often necessary, especially for less frequent or more complex words. Teachers should provide clear explanations when needed but also create opportunities for incidental learning through reading, listening, and interaction. A balanced approach ensures that learners benefit from both deliberate study and natural acquisition processes.

Cultural and pragmatic awareness is also an integral principle in teaching vocabulary. Words carry cultural meanings and are often tied to specific social contexts. Understanding how and when to use certain expressions is essential for effective communication. Teachers should highlight cultural nuances, idiomatic expressions, and variations in usage to help learners avoid misunderstandings and communicate more naturally. Finally, motivation and emotional engagement significantly influence vocabulary learning. Learners are more likely to remember words that are interesting, relevant, or emotionally engaging. Teachers can enhance motivation by using diverse materials such as stories, videos, games, and real-life tasks. A positive and supportive learning environment also encourages learners to take risks and experiment with new vocabulary without fear of making mistakes. In conclusion, the principles of teaching lexis emphasize meaningful context, relevance, repetition, active engagement, and the integration of multiple aspects of word knowledge. Effective vocabulary instruction is dynamic and learner-centered, combining explicit teaching with opportunities for natural acquisition. By applying these principles, teachers can help learners develop a rich and functional vocabulary that enables them to communicate confidently and effectively in the target language.

## LITERATURE REVIEW AND METHODOLOGY

The study of vocabulary teaching has been widely explored within the field of Applied Linguistics, where researchers emphasize the central role of lexis in language acquisition. Early approaches to vocabulary instruction were largely influenced by



structuralist and behaviorist traditions, which viewed language learning as habit formation and prioritized repetition and memorization. However, later developments, particularly the rise of communicative approaches, shifted attention toward the meaningful use of vocabulary in context.

A significant contribution to vocabulary teaching theory was made by Michael Lewis through the development of the Lexical Approach. This perspective argues that language consists not only of grammar and individual words but also of lexical chunks, collocations, and fixed expressions. According to this approach, fluency depends largely on the learner's ability to access and use these chunks effectively. The Lexical Approach has influenced modern teaching practices by encouraging the presentation of vocabulary in phrases rather than isolated items. Another influential scholar, Paul Nation, proposed a comprehensive framework for vocabulary learning that includes four strands: meaning-focused input, meaning-focused output, language-focused learning, and fluency development. Nation emphasizes that effective vocabulary teaching requires a balance between these components and highlights the importance of repetition, frequency, and learner engagement. His work also underlines the necessity of teaching both receptive and productive vocabulary.

Research in Second Language Acquisition further supports the idea that vocabulary is acquired through both explicit instruction and incidental exposure. Scholars such as Stephen Krashen have argued, through the Input Hypothesis, that learners acquire vocabulary naturally when they are exposed to comprehensible input slightly above their current level. This theory highlights the importance of extensive reading and listening as sources of vocabulary development. At the same time, other researchers stress that explicit teaching is necessary for less frequent or more complex lexical items. In addition, cognitive perspectives on language learning emphasize the role of memory and mental processing in vocabulary acquisition. Theories of depth of processing suggest that the more actively learners engage with a word, the more likely they are to retain it. This has led to the development of teaching techniques that promote meaningful interaction with vocabulary, such as semantic mapping, word association, and contextual usage.

The methodology of this study is based on a qualitative and theoretical analysis of existing literature on vocabulary teaching. A descriptive research design is employed to examine key principles and approaches proposed by leading scholars in the field. The

study relies on secondary data collected from academic books, peer-reviewed journal articles, and reputable online sources related to language teaching and vocabulary acquisition. In conducting the literature review, sources were selected based on their relevance, credibility, and contribution to the topic. Priority was given to well-established theories and widely recognized researchers whose work has significantly influenced modern language pedagogy. Comparative analysis was used to identify similarities and differences among various approaches, allowing for a more comprehensive understanding of effective vocabulary teaching principles.

The methodological approach also incorporates elements of analytical synthesis, where findings from different studies are integrated to form a coherent perspective. Rather than focusing on empirical data collection, the study aims to provide a conceptual framework that can inform teaching practice. This approach is particularly suitable for exploring theoretical principles and identifying best practices in vocabulary instruction. Overall, the literature review and methodology provide a solid foundation for understanding the principles of teaching lexis. By drawing on established theories and research in Applied Linguistics and Second Language Acquisition, the study offers a well-rounded analysis of how vocabulary can be effectively taught and learned in modern educational contexts.

## RESULTS

The analysis of theoretical and methodological sources within Applied Linguistics and Second Language Acquisition demonstrates that effective vocabulary teaching is not based on a single method but rather on a combination of complementary principles that work together to support lexical development. The findings reveal that learners achieve higher levels of vocabulary retention and usage when instruction is systematic, context-based, and cognitively engaging.

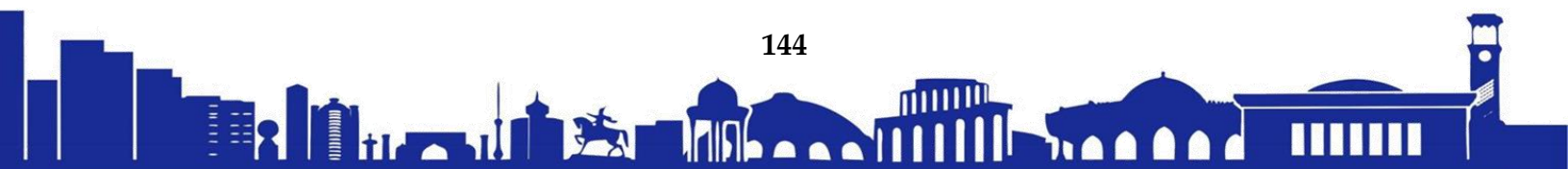
One of the key results indicates that presenting vocabulary in meaningful context significantly improves both comprehension and long-term retention. Learners who are exposed to lexical items through texts, dialogues, and real-life situations are more capable of understanding subtle differences in meaning and applying words appropriately. This supports the theoretical assumptions of the Input Hypothesis proposed by Stephen Krashen, which emphasizes the importance of comprehensible input in natural language



acquisition. The findings also highlight the effectiveness of teaching lexical chunks and collocations rather than isolated words. In line with the Lexical Approach developed by Michael Lewis, learners who are trained to recognize and use common word combinations demonstrate greater fluency and more natural language production. This suggests that vocabulary instruction should prioritize phrase-level learning as a means of enhancing communicative competence. Another important result concerns the role of repetition and recycling in vocabulary acquisition. The analysis shows that repeated exposure to words across different contexts significantly strengthens memory retention. Learners who engage with vocabulary through multiple skills—such as reading, writing, listening, and speaking—are more likely to internalize lexical items and transfer them into active use. This finding aligns with the framework proposed by Paul Nation, which stresses the importance of balanced input, output, and practice.

The study further reveals that active learner engagement is a critical factor in successful vocabulary learning. Techniques that require learners to manipulate, analyze, and personalize vocabulary—such as word association, semantic mapping, and communicative tasks—lead to deeper cognitive processing and better retention. Passive learning methods, such as simple memorization, are shown to be less effective in promoting long-term vocabulary acquisition. In addition, the results indicate that integrating form, meaning, and use enhances learners' overall lexical competence. Students who receive instruction that includes pronunciation, spelling, grammatical patterns, and contextual usage develop a more comprehensive understanding of vocabulary. This integrated approach enables learners to use words accurately and appropriately in different communicative situations.

The findings also emphasize the importance of learner autonomy in vocabulary development. Learners who are trained in independent learning strategies—such as using dictionaries, inferring meaning from context, and maintaining vocabulary notebooks—demonstrate greater ability to expand their lexical knowledge beyond the classroom. This suggests that teaching should not only focus on vocabulary itself but also on the skills required for continuous learning. Another significant result is the positive impact of motivation and emotional engagement on vocabulary acquisition. Learners show higher levels of participation and retention when vocabulary activities are relevant, interesting, and connected to their personal experiences. The use of authentic materials, interactive

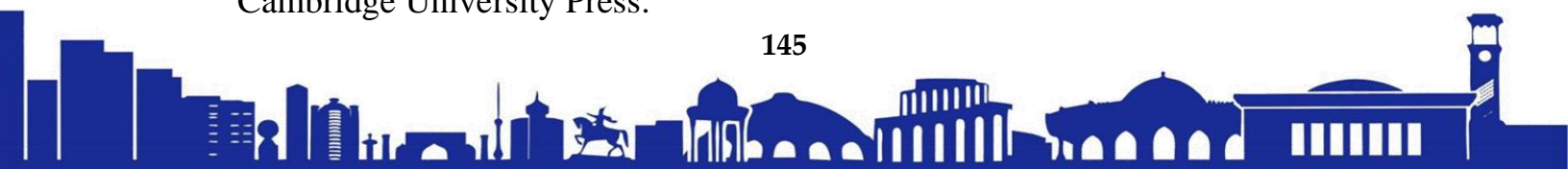




tasks, and real-life communication increases learners' interest and encourages more active involvement in the learning process. Overall, the results confirm that effective vocabulary teaching requires a multidimensional approach that combines contextual learning, repetition, active engagement, and strategic instruction. The integration of these principles leads to improved vocabulary retention, greater communicative ability, and increased learner independence. These findings provide strong support for modern, learner-centered approaches to teaching lexis and highlight the importance of adapting instructional practices to meet the needs of learners in diverse educational contexts.

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