

## THE FEATURES OF TEACHING VOCABULARY IN CONTEXT FOR B1 LEVEL STUDENTS

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**Annotation.** Vocabulary plays a vital role in second language acquisition, as it directly influences learners’ ability to communicate effectively. While traditional vocabulary teaching focuses on isolated word lists, modern approaches emphasize the importance of learning words in meaningful context to promote deeper understanding and retention. Contextualized vocabulary instruction is especially beneficial for B1-level learners, who are transitioning from basic to more independent language use. This article aims to explore the features of vocabulary teaching, with a particular focus on the peculiarities of teaching vocabulary in context to B1-level students. It highlights effective strategies, address common challenges, and illustrate how context-based methods can enhance vocabulary acquisition and communicative competence at intermediate level.

**Keywords:** language acquisition, language proficiency, lexical competence, contextual learning, receptive vocabulary, productive vocabulary, vocabulary retention, teaching strategies, classroom techniques.

**Аннотация.** Словарный запас играет жизненно важную роль во втором языке, поскольку он напрямую влияет на способность учащихся эффективно общаться. В то время как традиционное обучение лексике сосредотачивается на изолированных списках слов, современные подходы подчеркивают важность изучения слов в осмысленном контексте для более глубокого понимания и лучшего запоминания. Контекстуальное обучение особенно полезно для учащихся уровня B1, которые переходят от базового к более самостоятельному использованию языка. Цель данной статьи — исследовать особенности обучения лексике, уделяя особое внимание специфике преподавания слов в контексте для учащихся уровня B1. В статье освещаются эффективные стратегии, рассматриваются распространённые трудности и демонстрируется, как контекстуальные методы могут способствовать лучшему усвоению слов и развитию коммуникативной компетенции на среднем уровне. **Ключевые слова:**

Изучение языка, уровень владения, лексическая компетенция, обучение в контексте, рецептивная лексика, продуктивная лексика, запоминание слов, стратегии преподавания, методы обучения. **Annotatsiya.** Leksik boylik ikkinchi tilni o‘zlashtirishda muhim rol o‘ynaydi, chunki u o‘rganuvchilarning samarali muloqot qilish qobiliyatiga bevosita ta’sir qiladi. An’anaviy so‘z o‘rgatish yondashuvlari odatda so‘zlarning alohida ro‘yxatiga asoslansa-da,

zamonaviy yondashuvlar soʻzlarni mazmunli kontekstda oʻrganishning ahamiyatini taʼkidlaydi, bu esa chuqurroq tushunish va eslab qolishni taʼminlaydi. Kontekstda soʻz oʻrgatish ayniqsa B1 darajasidagi oʻquvchilar uchun foydalidir, chunki ular asosiy bosqichdan mustaqil tildan foydalanish darajasiga oʻtmoqdalar. Ushbu maqola leksikani oʻrgatishning oʻziga xos jihatlarni tahlil qiladi va ayniqsa B1 darajadagi oʻquvchilarga kontekst asosida soʻz oʻrgatishning xususiyatlariga eʼtibor qaratadi. Samarador strategiyalar yoritiladi, keng tarqalgan muammolar koʻrib chiqiladi va kontekstga asoslangan usullar qanday qilib soʻz boyligini rivojlantirish va kommunikativ kompetensiyani oshirishga yordam berishi koʻrsatib beriladi.

**Kalit soʻzlar:** til oʻrganish, til bilish darajasi, leksik kompetensiya, kontekstual oʻrganish, reseptiv (qabul) lugʻat, produktiv (ishlatiladigan) lugʻat, soʻzlarni eslab qolish, oʻqitish strategiyalari, sinfda qoʻllaniladigan usullar.

### **Introduction**

Vocabulary serves as the fundamental building block of language proficiency. As Schmitt [6] emphasizes, "lexical knowledge is central to communicative competence" (p. 19), highlighting how vocabulary forms the core of all language skills. Even with perfect grammar, a small vocabulary limits communication. That's why learning new words is key to speaking fluently. Words are like the building blocks that help learners build sentences, understand what's going on, and show subtle differences in meaning. Vocabulary is Important for everyday life, school, and jobs. It's the key to becoming good at a language.

### **Methods**

One big problem in learning new words is that schools often focus too much on grammar. Many language programs emphasize grammar over lexical development, leaving intermediate learners unprepared for authentic communication [7]. Nation [6] notes this creates particular difficulties with mid-frequency vocabulary acquisition. This gives students knowledge of grammar rules but not enough practice using words. Also, learners often get stuck at the intermediate level, where words become more complex and specific. Memorizing words without seeing them used in a context makes it harder to remember them. Students might remember word lists, but they struggle to use the words naturally. Not having enough exposure to real language outside of the classroom also makes learning harder, especially where English isn't the main language. To solve these problems, teachers need to use teaching methods that are more effective than just memorizing [3].

To help students learn, teachers should focus on learning words within a context. They can introduce words through stories, articles, or everyday situations. As Churchill [4] explains, words are "open systems" whose meanings and usage develop through context and learner interaction, which highlights the importance of contextualized learning. Repeating words and practicing them over time helps students remember them. Elgort [5] supports this by noting that

vocabulary knowledge develops gradually and through repeated encounters in context, making reading, storytelling, and dialogue-based tasks especially effective. This helps move words from short-term memory to long-term memory. Active use through speaking and writing, like debates, journals, or role-plays, helps you understand and feel confident. Learning the most useful words, like those you often see at work or in school, makes learning easier. Using different senses, such as pictures or actions, can also help you remember things better.

Classrooms are very important for building vocabulary by offering organized and active learning. Making lessons fit what students like, such as business words for professionals or travel phrases for tourists, makes them want to learn more [2]. Learning words together, like “make a decision” instead of just “decision,” helps you sound more natural. Using technology and games, such as flashcards or word-matching apps, makes learning fun and engaging. Vocabulary is the gateway to language mastery [7]. While grammar provides structure, vocabulary fills it with meaning, enabling learners to articulate ideas clearly [6].

### **Results and Discussion**

Vocabulary learning is a dynamic and ongoing process that goes far beyond simply memorizing word meanings. He views vocabulary knowledge as multifaceted, encompassing not only the ability to recognize and produce words, but also understanding their use in context, including idiomatic and pragmatic applications. Word learning occurs gradually through repeated, meaningful encounters across diverse situations, and is deeply influenced by learner engagement and interaction with language in real-life or simulated contexts. Rather than treating vocabulary as isolated units, he emphasizes the importance of context-rich environments—such as dialogues, stories, or authentic texts—which promote deeper comprehension and more effective long-term retention. Drawing from complexity theory and cognitive linguistics, he presents vocabulary acquisition as non-linear, shaped by exposure, personal interpretation, and the communicative needs of the learner. This perspective supports a shift toward contextualized teaching strategies that encourage learners to actively engage with language as it naturally occurs.

In conclusion, teaching vocabulary within context is important for B1-level learners. It helps them improve their language skills and use the language more confidently. When students learn vocabulary in meaningful situations, they understand and remember the words better. Using real-life examples, pictures, technology, and fun activities makes learning interesting. This helps students connect words to the real world. Instead of just memorizing lists, focusing on how words are used helps learners naturally use them in their speaking and writing. Research shows this approach improves both listening, reading, speaking, and writing. By changing from old methods to more active, context-based teaching, teachers can help students build a stronger, more useful vocabulary. This improves their overall language ability.

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