WORLD FORUM ON ACADEMIC INNOVATION AND DIGITAL LITERACY

EFFECTIVE METHODS FOR MEMORIZING VOCABULARY IN LANGUAGE LEARNING

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Abstract. This study addresses the typical difficulty learners have remembering new words by examining efficient strategies for vocabulary memorization in language acquisition. The study sought to determine and assess methods for enhancing vocabulary retention, including repetition, mnemonics, contextual learning, and the use of multimedia. The methodology, which comprised classroom observations, a questionnaire, and particular interventions including visual aids, contextual practice, and gamified activities like the "Friendly Crossword," was used to 14 fifth and sixth-grade children in Uzbekistan. The results show that many pupils have trouble learning vocabulary, often forgetting terms easily and not getting enough practice. For the majority of students, traditional word-by-word memory proved to be largely unsuccessful. On the other hand, students' engagement, retention, and capacity to remember and utilize new terms in everyday speech were greatly enhanced by the use of interactive techniques, especially gamified exercises, in conjunction with contextual learning and active vocabulary use. The study comes to the conclusion that improving long-term vocabulary memory requires a variety of useful techniques that are customized to each learner's unique learning preferences and situation. These methods facilitate deeper comprehension and more effective communication by increasing learners' confidence and general language competency in addition to improving retention.

Key words. remembering, methods, target language,strategies, motivation, encouriging, combination

Annotatsiya. Ushbu tadqiqot til o'rganishda so'zboyligini yodlashning samarali

usullarini o'rganadi vao'quvchilarning yangi so'zlarni eslab qolishda duchkeladigan asosiy muammolarini tahlil qiladi. Tadqiqotning maqsadi so'zlarni takrorlash, mnemonika(eslab qolish san'ati), kontekstual o'rganish vamultimedia vositalaridan foydalanish kabi usullarningsamaradorligini baholashdan iborat. O'zbekistondagi14 nafar 5- va 6-sinf o'quvchilari ishtirokidao'tkazilgan ushbu ishda dars kuzatuvlari, so'rovnomalarhamda "Friendly Crossword" (Do'stona krossvord) kabi o'yinli metodlardan foydalanildi. Natijalar shuniko'rsatadiki, ko'plab o'quvchilar so'zlarni tezda unutibyuborishadi va an'anaviy so'zma-so'z yodlash usuliko'pchilik uchun samarasizdir. Aksincha, interaktiv vao'yinli metodlar, shuningdek, so'zlarni gap ichida(kontekstda) o'rganish o'quvchilarning darsgaqiziqishini oshiradi va yangi so'zlarni hayotiymuloqotda qo'llash qobiliyatini sezilarli darajadayaxshilaydi. Tadqiqot xulosasiga ko'ra, turli xilstrategiyalarni qo'llash nafaqat xotiranimustahkamlaydi, balki o'quvchilarning o'ziga bo'lganishonchini va umumiy til bilish darajasini oshirishgaxizmat qiladi.

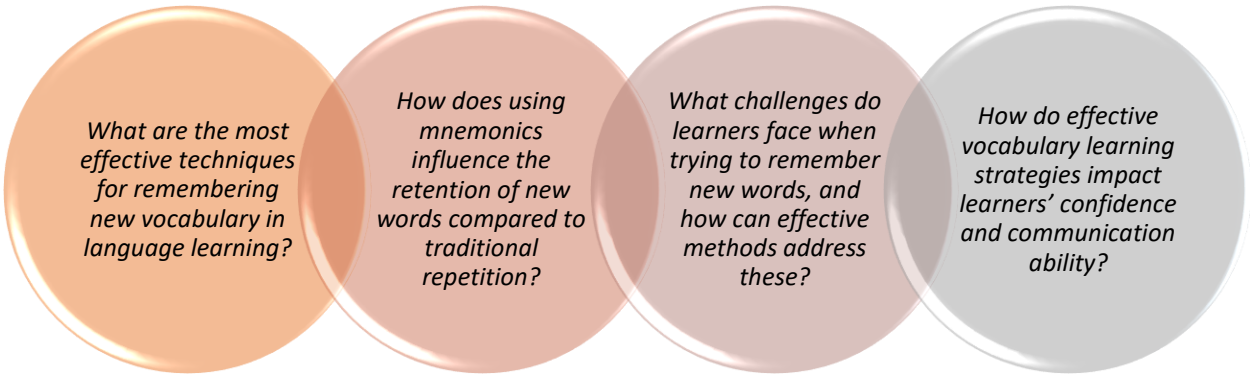
Introduction. Outside of the classroom, the students are expected to independently commit the words to memory. In order to improve their vocabulary and pass the tests, students who have not been taught vocabulary acquisition procedures are need to memorize the words. As a result, throughout the course, the students have difficulty learning a lot of new vocabulary.

Background. There are a variety of ideas and strategies for word recall. Here are a few viewpoints from various people. Learning is maximized when cognitive load is optimized, according to Sweller (1988).[1] By connecting abstract concepts to tangible mental imagery, visualization—like the Keyword Method—reduces unnecessary load. To memorize the word "obstinate," for instance, a student can visualize an obstinate ox that refuses to move; this image corresponds both phonologically and semantically with the word. According to Vygotsky's Sociocultural Theory, social interaction is crucial for cognitive development. Peer talks and vocabulary games offer



[1]Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. Cognitive Science, 12(2), 257–285.

scaffolding, in which more experienced peers help others learn words by using them in context[2]Tang, G. M. (1997) Improved memory retention was noted by students. The techniques described in the literature were used to extract themes.[3] According to Oxford's (1990) taxonomy, these tactics were divided into cognitive, metacognitive, social, and contextual domains.[4] This study's primary goal is to determine and assess efficient strategies for acquiring new vocabulary. Vocabulary knowledge is a cornerstone of language proficiency, influencing listening, speaking, reading, and writing skills. Wilkins (1972) emphasized that "without grammar,very little can be conveyed; without vocabulary, nothing can be conveyed";. While grammar provides structural knowledge, vocabulary represents the substance of communication. [5]Despite its importance, vocabulary acquisition remains challenging task for many learners due to the need to memorize thousands of new words along with their meanings, usage, and pronunciation. The study specifically looks into methods to increase vocabulary retention, including repetition, mnemonics, contextual learning, and the use of multimedia. The study also attempts to examine how these approaches affect students' retention and application of new vocabulary in everyday conversations. Additionally, it aims to highlight how crucial it is to use a variety of useful techniques when learning a language in order to improve long-term word memory and general language competency. The following goals are examined in detail in this study work.



Picture. 1.1. research questions

[2]Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological

[3] Tang, G. M. (1997). The effectiveness of a peer tutoring program for teaching vocabulary. TESOL Journal, 6(4), 15

[4]Oxford, R. (1990). Language Learning Strategies: What Every Teacher Should Know.

[5] Wilkins, D. A. (1972). Linguistics in Language Teaching. Edward Arnold.

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Map. Teachers and students in the 5–6 classes at school No. 25 can use this mind map as a reference to investigate different approaches to enhance vocabulary retention in language acquisition.

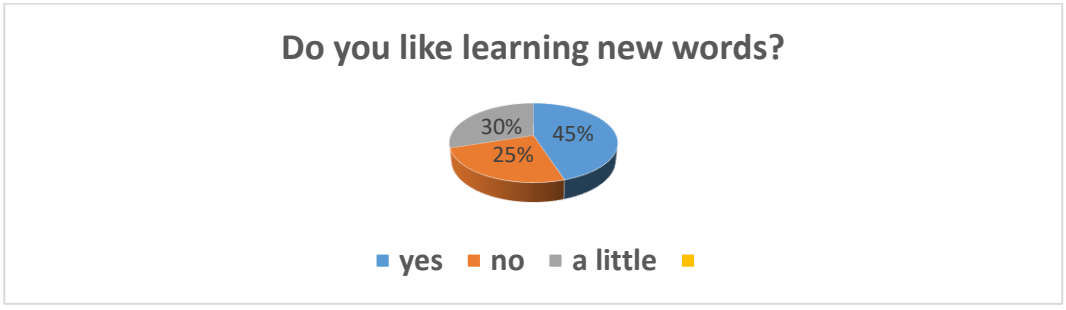
Method. Fourteen fifth and sixth graders from School No. 25 in the Chortoq district, Namangan area, participated in this study. There were eight girls and six boys among the participants. In addition to studying vocabulary as part of their normal English classes, all of the students were learning English as a foreign language. A brief questionnaire and observations in the classroom were used to gather data. Students were questioned in the questionnaire how frequently they repeat new words, how they learn them, and how hard it is for them to recall them. Students' responses to a variety of vocabulary exercises were evaluated through classroom observations. This study's independent variable was the application of new terms in games, repetition exercises, and other efficient vocabulary acquisition techniques.



The pupils' capacity to retain and apply the new vocabulary in English was the dependent variable. The research was conducted in multiple stages. Initially, over the course of one to two weeks, classroom observations were made to determine the difficulties kids were having picking up new terminology. The pupils were then given a brief questionnaire based on these findings. Students were then exposed to new vocabulary through contextual examples, straightforward explanations, and visual aids. Following the introduction, they engaged in fun games and pair activities to practice the words. Students then applied the acquired language in brief sentences and real-world situations after repeating it several times. The purpose of this phase was to improve their understanding of the meanings of the terms and increase their self-assurance while utilizing them in conversation. These findings aided in identifying the language retention exercises that worked best. By classifying questionnaire responses

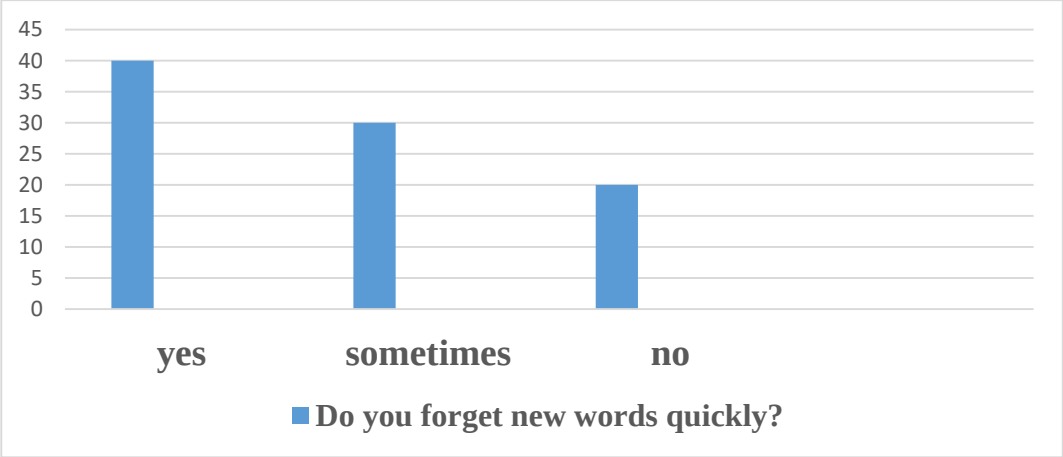
based on students' learning styles and challenges, the data was evaluated. The activities that helped pupils remember new words the best were identified using observation notes. This approach was chosen because it enables the researcher to see how students pick up language organically in the classroom and which exercises are best for improving vocabulary usage and memory.

Results. The findings indicate that a considerable number of students encounter difficulties in acquiring new vocabulary. Specifically, 45% of the students reported that learning new words is very challenging, while 25% found it somewhat challenging. Only 30% of the participants stated that they do not find it difficult at all, suggesting that vocabulary acquisition poses a significant issue for many learners. When asked about the reasons for their struggles, 35% of the students mentioned that they tend to forget words quickly, making this the most common challenge. Additionally, 30% admitted that they do not practice enough, which also contributes to their difficulties. A smaller percentage of students (20%) expressed that there are simply too many words to learn, while 15% found it hard to grasp the meanings of new vocabulary.The survey also explored when students typically forget vocabulary. The results reveal that 35% of students forget words while speaking, indicating a lack of active usage. Meanwhile, 30% forget words after class, 20% during tests, and 15% after a few days. This highlights the prevalence of both immediate and delayed forgetting among learners. Regarding effective learning strategies, students showed a strong preference for interactive methods. Nearly half of the participants (40%) stated that games enhance their vocabulary retention. Another 30% preferred using words in sentences, while 20% benefited from repetition. Only 10% found pictures helpful, and none of the students selected writing words as an effective method. Finally, when asked how teachers could assist them in learning vocabulary, a significant majority (55%) suggested incorporating word games into lessons.



Picture.1.2. Question Analysis

Additionally, 30% recommended more practice activities, and 15% preferred clear explanations of words. Interestingly, none of the students identified the use of pictures as a beneficial teaching method. The results from the activity demonstrated a clear improvement in students' vocabulary learning when the Friendly Crossword method was implemented. During the first week, using the traditional word-by-word approach, students were asked to recall target vocabulary items. Out of 20 students, only 5 were able to provide satisfactory answers, while the rest struggled to remember the words accurately or recalled them only partially. This indicated that simple memorization was ineffective for most learners. However, the situation improved significantly when the Friendly Crossword activity was introduced in the second week. Through this gamified approach, students not only remembered the vocabulary items but also learned to describe and explain their meanings. The process of creating crossword puzzles and writing definitions encouraged deeper engagement with the words and their usage. As a result, nearly all students actively participated in the activity, with approximately 85% fully engaged in creating and solving crosswords within their groups. Even the remaining 15%, who sometimes struggled to translate or explain words in English, contributed by using their first language (L1) when necessary. After completing the crossword activity, a brief question-and-answer session was conducted to assess students' vocabulary retention. The results were encouraging: most students were able to recall the words easily and without hesitation. Moreover, several students went beyond simple recall and constructed example sentences using the newly learned vocabulary.



Picture. 1.3. The results of survey

Discussion. This research delves into various vocabulary learning strategies, emphasizing that no single method is universally effective. The study categorizes strategies into several groups. The findings suggest that a combination of these strategies, tailored to individual learning styles and the specific learning context, yields the best results. For instance, while direct learning is crucial for foundational vocabulary, contextual and interactive methods are vital for developing a deeper, more nuanced understanding and for long-term retention. The effectiveness of each strategy can also depend on factors like the learners' proficiency level, motivation, and the nature of the vocabulary being learned.

Conclusion. In conclusion, effectively remembering vocabulary is essential for successful language learning. By employing techniques such as spaced repetition, mnemonic devices, and contextual learning, learners can enhance their retention and recall of new words. Engaging with authentic materials, practicing speaking and writing, and collaborating with others further solidify vocabulary knowledge. Consistency in review and active use of the language are key to making new vocabulary a lasting part of your linguistic repertoire. By integrating these methods into your study routine, you can boost your confidence and proficiency in the target language, paving the way for more effective communication and deeper understanding.

References:

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