WORLD CONFERENCE ON STUDENT - CENTERED LEARNING APPROACHES

WHY STUDENTS FORGET VOCABULARY AND HOW TO IMPROVE IT.

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Abstract. The main objective of this study is to study the problem of rapid vocabulary loss among 6th grade English language students and to identify effective methods to help overcome it. The study also aimed to identify the main factors affecting students' learning habits and memorization of new words. The study used a descriptive mixed-method approach and involved 12 students from the 6th grade of school No. 10 in Namangan district, Namangan region. Data were collected through questionnaires and classroom observation. The results showed that most students forget newly learned words within a few days. The main reasons for this problem were identified as lack of regular repetition, lack of practical exercises, and learning words out of context. Also, the fact that most students rely on passive learning methods also contributes to rapid word forgetting. The results of the study showed that repetition-based exercises, visual materials, and interactive tasks significantly improve vocabulary recall. In general, the process of effective vocabulary learning requires not only memorization, but also regular repetition, application in context, and active participation. This study provides important recommendations for teachers to make the process of vocabulary teaching more effective and interesting.

Key words: vocabulary, forgetting, EFL students, blended learning, language learning strategies

Abstract. Ushbu tadqiqotning asosiy maqsadi 6-sinf ingliz tili o‘quvchilari orasida so‘z boyligini tez unutish muammosini o‘rganish hamda uni bartaraf etishga yordam beradigan samarali usullarni aniqlashdan iborat. Shuningdek, tadqiqot o‘quvchilarning o‘rganish odatlari va yangi so‘zlarni eslab qolishiga ta’sir qiluvchi asosiy omillarni aniqlashga qaratilgan. Tadqiqotda tavsifiy aralash metod (mixed-method) yondashuvi qo‘llanildi va Namangan viloyati, Namangan tumanidagi 10-maktabning 6-sinfidan 12 nafar o‘quvchi ishtirok etdi. Ma’lumotlar so‘rovnoma va sinf kuzatuvi orqali yig‘ildi. Natijalar shuni ko‘rsatdiki, o‘quvchilarning aksariyati yangi o‘rganilgan so‘zlarni bir necha kun ichida unutib qo‘yadi. Ushbu muammoning asosiy sabablari sifatida muntazam takrorlashning yetishmasligi, amaliy mashqning kamligi va so‘zlarning kontekstdan tashqarida o‘rganilishi aniqlandi. Shuningdek, o‘quvchilarning ko‘pchiligi passiv o‘rganish usullariga tayanishi ham so‘zlarni tez unutishga sabab bo‘lmoqda. Tadqiqot natijalari shuni ko‘rsatdiki, takrorlashga asoslangan mashqlar, vizual materiallar va interaktiv topshiriqlar so‘z boyligini eslab qolishni sezilarli darajada yaxshilaydi. Umuman olganda, samarali so‘z o‘rganish jarayoni faqat yodlash emas, balki muntazam takrorlash, kontekstda qo‘llash va faol ishtirokni talab qiladi. Ushbu tadqiqot o‘qituvchilarga so‘z boyligini o‘rgatish jarayonini yanada samarali va qiziqarli qilish bo‘yicha muhim tavsiyalar beradi.

Kalit so‘zlar: so‘z boyligi, unutish, EFL o‘quvchilar, aralash metod, til o‘rganish strategiyalari.

Аннотация. Основная цель данного исследования — изучить проблему быстрой потери словарного запаса среди учащихся 6-го класса, изучающих английский язык, и определить эффективные методы, помогающие ее преодолеть. Исследование также направлено на выявление основных факторов, влияющих на учебные привычки учащихся и запоминание новых слов. В исследовании использовался о писательный смешанный метод, в котором приняли участие 12 учащихся 6-го класса школы № 10 Наманганского района Намангаскойн области.

Данные были собраны с помощью анкет и наблюдения за уроками. Результаты показали, что большинство учащихся забывают недавно выученные слова в течение нескольких дней. Основными причинами этой проблемы были названы недостаток регулярного повторения, недостаток практических упражнений и изучение слов вне контекста. Также тот факт, что большинство учащихся полагаются на пассивные методы обучения, также способствует быстрому забыванию слов. Результаты исследования показали, что упражнения на основе повторения, визуальные материалы и интерактивные задания значительно улучшают запоминание словарного запаса. В целом, процесс эффективного изучения словарного запаса требует не только запоминания, но и регулярного повторения, применения в контексте и активного участия. Данное исследование содержит важные рекомендации для учителей, позволяющие сделать процесс обучения лексике более эффективным и интересным.

Ключевые слова: лексика, забывание, студенты, изучающие английский как иностранный, смешанное обучение, стратегии изучения языка.

Introduction. Learning vocabulary is very important in language acquisition because it helps students understand spoken and written English and express their thoughts confidently. In this regard, many people have problems with forgetting. Accordingly, it is important to study the reasons why new words are quickly forgotten, as this allows students to further improve their memory and develop stronger language skills.

Background. Vocabulary learning has long been a key component of second language acquisition, as it is impossible to master a language without a sufficient vocabulary. However, many ESL learners have difficulty remembering newly learned words and forget them in a short period of time. From a cognitive perspective, forgetting occurs as a result of interference, subsumption, and other mental processes that limit word recall (Allanazarova, 2020). At the same time, spaced repetition is

considered effective in vocabulary acquisition, as students who practice systematically and in small groups show higher retention results than those who use simple repetition (Saksittanupab, 2024). In addition to repetition, teaching methods are also important. Research shows that teaching words through a variety of communicative and contextual activities, rather than just frequent exposure, is more effective in long-term memory (Gantari, 2024). Furthermore, the meaning-first instruction approach has been shown to be more effective in teaching the meaning of words before their form, as this method enhances deep semantic processing and leaves a stronger imprint in memory (Sahin & Yavuz, 2025). Also, meaningful strategies such as pictures, stories, and contextual learning improve short- and long-term memory because they create strong associations in memory and help words be recalled more easily (Allanazarova, 2020).

The main purpose of the study. The main purpose of this study is to determine why students quickly forget newly learned English words and to study ways to improve vocabulary retention. In particular, the study aims to find answers to the following questions:

Picture 1.1. Research objectives

Map. In conducting and providing solutions to this study, it was first taken as a basis that one of the main problems observed among students in the classroom is forgetting newly learned words. And on this basis, first the class was observed and a questionnaire was conducted to determine the causes of this problem, then the results were analyzed and methods were applied based on the results. Also, during the application of the methods, observations were conducted and the main solutions were analyzed.

Method. This study aims to improve students' vocabulary learning and retention, which is of great practical importance for teachers and students. I focused this study on the process of learning, retaining, and using vocabulary of 6th grade students learning

English as a foreign language. I conducted the study at School No. 10, Namangan district, Namangan region, and a total

of 12 students participated in it. The study mainly focused on identifying the reasons why students quickly forget new words and studying simple and effective methods that help improve vocabulary retention. And for this, a mixed method approach was used. Qualitative and quantitative data were collected and analyzed together in the study. This approach allows us to understand the process of students' vocabulary learning in more depth and identify problems they face. Data from 7 female and 5 male students were collected in this study using two main methods: questionnaire and classroom observation The questionnaire consisted of 13 questions and was aimed at identifying students' vocabulary learning habits, repetition levels, and difficulties they encountered. Classroom observation was used to determine how students mastered new words during the lesson. The study was carried out in several stages: In the first stage, English lessons were observed for 1–2 weeks to identify students' problems in learning vocabulary. In the second stage, a questionnaire was developed and administered to students based on these observations. In the third stage, students were taught new words through pictures, explanations, and examples. After that, they were reinforced through games and pair exercises. In the next stage, students repeated the new words several times and used them in sentences and real-life situations. In the last stage, students' activity in the lesson, the level of word memorization, and their ability to use them were observed and recorded. The results of the observation showed that some students did not repeat the newly learned words and did not use them in real communication. I studied the collected data by analyzing the questionnaire responses and comparing the observation results. I analyzed the questionnaire results in percentage terms, and the observation notes helped me determine which methods were more effective. The reason for choosing this method is that it allows direct observation of the students' learning process in a real classroom

environment. Most importantly, the questionnaire revealed the real thoughts and habits of students, and the observation studied their practical actions. This increases the reliability of the research results.

Results. The survey was conducted among 12 6th grade students to identify the main reasons for forgetting vocabulary and effective learning strategies. The results show that the majority of students have difficulty remembering new vocabulary. Overall, 75% of students reported that they often (33%) or sometimes (42%) forget new words, while only 25% said they never forget them. The vast majority (84%) indicated that they usually forget new words after a few days, while only 8% said they forget them immediately after class or before tests.

Key Factors Affecting Vocabulary Retention Among Students

When asked about the reasons for forgetting, 58% of students said that they do not review new words, while 33% said that the words are difficult. Only 8% cited lack of use as a reason, and no student chose lack of interest. This shows that repetition is a key factor in vocabulary retention.

Regarding learning conditions, 75% of students sometimes feel that they are given too many new words in one lesson. When it comes to learning strategies, 33% of students said that they read new words only once, while others use methods such as writing (25%), saying them out loud (25%) and making sentences (17%). The results also show that there are differences in students' practice habits.

While 42% of students repeat words every day, 33% repeat them sometimes, and 25% do not repeat them at home at all. Nevertheless, 67% of students said that they often use new words in their speech during lessons, and the same percentage said that they clearly understand their word meanings.

When it comes to effective methods, games were chosen by 58% of students, followed by pictures (25%) and teacher explanation (17%). No student chose sentence construction as the most effective method. In addition, 73% of students said that games

help them remember words, and 75% believed that repetition improves long-term memory.

Finally, 50% of students wanted more speaking activities, while 42% were unsure. In open-ended responses, students mentioned games, repetition, pictures, teacher explanation, and sentence construction as effective methods.

Discussion. This study aimed to investigate why students forget newly learned vocabulary and how to improve it, using questionnaires and classroom observation methods. The results showed that most students had difficulty remembering new words, especially after a few days. The main reasons for this problem were found to be lack of repetition, insufficient practice, and insufficient use of the words in real-life situations. After obtaining these results, the methods used significantly improved the level of memorization of new words for some students. However, many students understood the meaning of new words but were unable to actively use them in speaking and writing. This showed that there is a difference between passive and active vocabulary. In addition, the study showed that interactive and interesting methods play an important role in improving vocabulary retention. In particular, according to the results of the observation and Gantari's opinion, games, repetition and speaking activities were identified as the most effective strategies. Students preferred learning through games and noted that repeated practice helped them remember words longer. In conclusion, vocabulary learning is more effective when students are actively involved in the learning process. Therefore, teachers should use interactive activities, organize regular practice and encourage students to use new words in meaningful contexts. These approaches will help students not only remember words, but also use them confidently in communication.

Conclusion. This study showed that students quickly forget new words mainly due to lack of repetition, that is, little repetition and little use of them in practice. It is not enough to just understand the words, it is important to practice them regularly and

use them in real situations. The results also showed that games, repetition and speaking activities help to better remember vocabulary. Therefore, the use of interactive and practical methods in lessons will further increase the effectiveness of students' language learning.

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