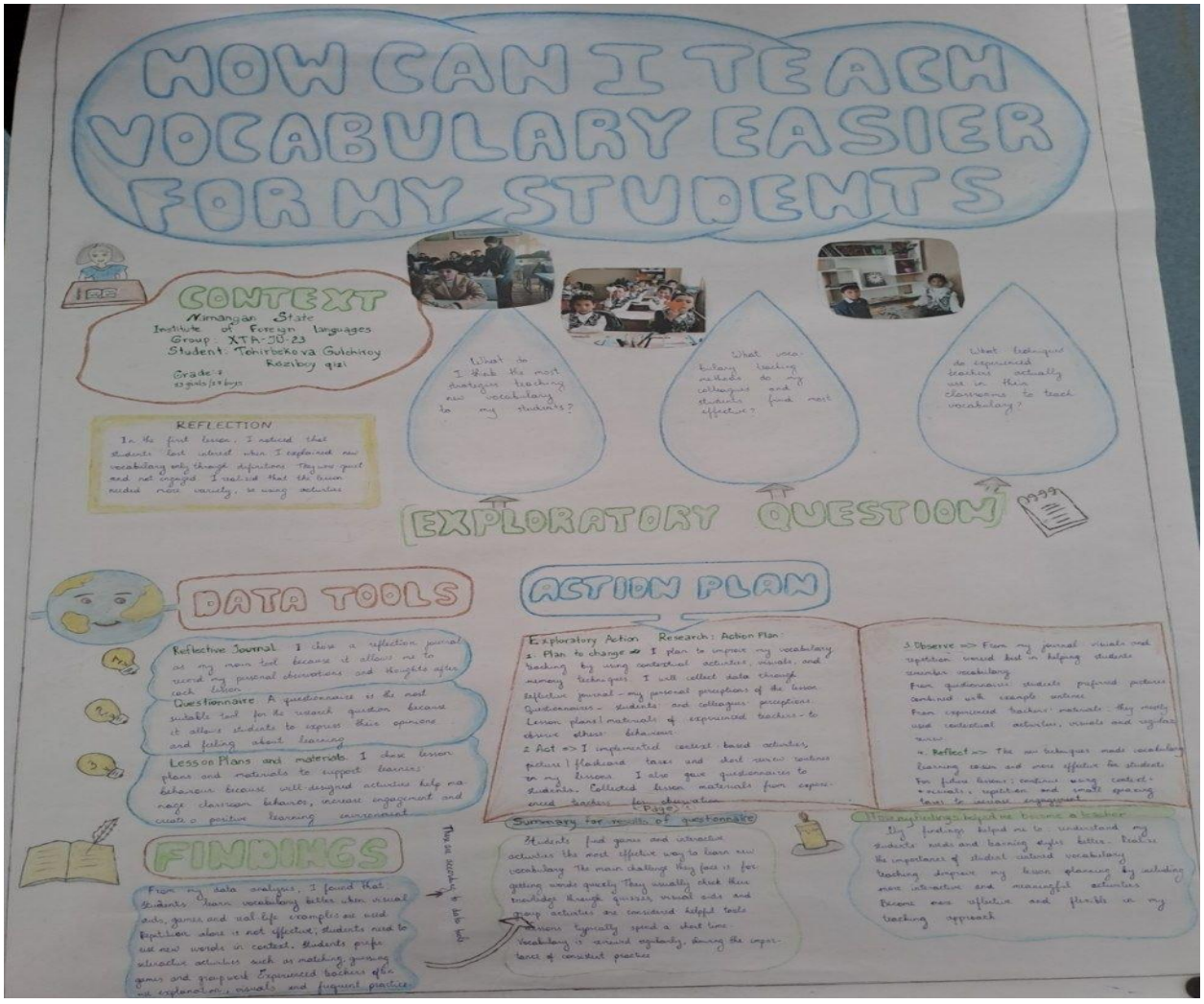
WORLD CONFERENCE ON STUDENT - CENTERED LEARNING APPROACHES

IMPROVING VOCABULARY FOR MY STUDENTS

Tohirbekova Gulchiroy

Student-teacher, Namangan State Institute of Foreign Languages



Teaching context

My name is Gulchiroy Tohirbekova, and I am a student at Namangan State Institute of Foreign Languages (NamSIFL) in group XTA-JU-23. Currently, I am completing my teaching practice at School No. 33 in Yangikurgon district. I teach 7th grade students, and during my lessons I noticed that many learners have difficulties learning and remembering new English vocabulary. Their weak vocabulary knowledge affects their

speaking and writing skills. Therefore, this study focuses on finding effective ways to improve students' vocabulary learning and help them remember new words more successfully.



Picture 1.My students

Project Descriptions

The topic of my research project is "How can I teach vocabulary easier and more effective for my students?.Because, the most common problem in the classroom is that students , can not remember vocabulary. Students often memorize words without understanding their meaning , so they only learn the trasnlation. Therefore, the words are quickly forgotten.If the words are learned once or twice and not used again, they are easily forgotten. In my first lesson not all students could teach vocabulary in the lesson and I tried to search for some solutions for these problems. Based on this I

prepared three exploratory questions. First, what do I think the most effective strategies for teaching new vocabulary to my students. Second, what vocabulary teaching methods do my colleagues and students find most effective.Third, what techniques do experienced teachers actually use in their classrooms to teach vocabulary successfully? To answer these following questions I used three data collection tools. The first one was reflective journal, it allows me to record my personal obsetvations and thoughts after each lesson. The second tool was a questionnaire, it allows students to express their opinions and feeling about learning. The third one was lesson plan and materials

Research Findings

The findings of this research showed that students learned vocabulary more effectively when interactive teaching methods were used during English lessons. At the beginning of the research, many students had difficulty remembering new vocabulary and using words correctly in speaking activities. To improve this problem, different classroom techniques such as pair work, group work, role plays, matching activities, pictures, and real objects were used during the lessons.

Classroom observations revealed that students became more active and interested when they participated in pair work and group work activities. Pair work helped students practice vocabulary with their classmates and improved communication in English. Group work encouraged cooperation and active participation among students. During role play activities, students used new vocabulary in real-life situations, which helped them remember words more easily and increased their speaking confidence.

The use of pictures and real objects also played an important role in vocabulary learning. Students understood word meanings faster when visual materials and real classroom objects were used during the lessons. Matching activities with pictures and vocabulary words helped students connect meanings with visual images and improved their memory retention. Many students showed greater interest and motivation during

these activities because the lessons became more engaging and enjoyable.The survey results indicated that most students preferred interactive and visual methods instead of memorizing vocabulary from word lists. Students stated that they could remember vocabulary better when they practiced words through games, matching tasks, role plays, and classroom communication activities. In addition, regular repetition and practice helped students recall vocabulary more successfully during speaking and classroom exercises.

The findings suggest that the use of pair work, group work, role plays, pictures, real objects, and matching activities can make vocabulary teaching easier and more effective for students. These methods increased students' participation, motivation, confidence, and ability to remember and use new English vocabulary during classroom communication.

Final Reflection and Conclusion

By doing this research I have experienced some anything.This research focused on improving students' vocabulary learning through interactive teaching methods. It was observed that students had difficulties in remembering and using new vocabulary when it was taught only through memorization. To solve this problem, methods such as pair work, group work, role play, matching activities, pictures, and real objects were used in the classroom.

The results showed that students became more active and interested when they worked in pairs and groups. Pair work helped students practice vocabulary with friends, while group work improved cooperation and participation. Role play activities allowed students to use vocabulary in real-life situations, which helped them remember words better and increased their speaking confidence.

In addition, pictures and real objects helped students understand new words more easily. Matching games also helped students connect words with meanings and improve memory. The survey showed that most students preferred visual and

interactive methods instead of memorizing vocabulary lists. Regular practice through games and speaking activities also helped students recall vocabulary more successfully. Overall, the research suggests that interactive methods such as pair work, group work, role play, pictures, real objects, and matching activities make vocabulary learning easier, more effective, and more motivating for students.