

## THE ROLE OF VOCABULARY LEARNING TECHNIQUES IN IMPROVING READING COMPREHENSION

*Muhammadiyeva Durdona Mukhiddin kizi*

*Tashkent State Pedagogical University*

*Faculty of Philology, Department of English Language and Literature*

*3rd year student*

*Xatira Gaybullayeva Muratdjanovna*

*Tashkent State Pedagogical University*

*Faculty of Philology, Department of English Language Theory and*

*Methodology*

*Associate Professor, PHD*

**Annotation.** This article analyzes the role of vocabulary learning techniques in developing students' reading comprehension skills. The study highlights how increasing vocabulary is related to the semantic, cognitive and psychological mechanisms of the reading process. The article studies the effectiveness of such methods as determining the meaning of words through context, understanding based on word formation, semantic maps, lexical clusters, flashcards, space repetition, morphological analysis, working with synonym-antonym pairs, and collocations. It is also scientifically proven that expanding students' active vocabulary has a significant impact on the processes of deeper understanding of the text, quick separation of the main idea, inference, understanding the author's position, and integration of new knowledge. The results of the study show that integrated vocabulary learning strategies systematically improve students' reading skills and form independent reading competence.

**Keywords:** vocabulary learning, reading comprehension, context, collocation, semantic map, morphology, lexical strategies.

Reading comprehension is one of the most important receptive skills in teaching a foreign language. In order for a student to understand the text, he must

first have sufficient vocabulary. According to linguists, a student must know at least 95% of lexical units in order to fully understand the content of the text. Therefore, vocabulary learning strategies are considered an integral part of reading competence. This article analyzes the theoretical and practical impact of vocabulary learning techniques on reading comprehension skills.

Reading comprehension is a complex cognitive process that requires the following stages:

- semantically processing the text,
- inferring meaning based on context,
- connecting previously learned knowledge with new information,
- understanding inference (indirect meaning).[1]

Vocabulary richness plays a crucial role in this process, since the overall meaning of the text is distorted as the number of unknown words increases.

Vocabulary is divided into two types:

Passive vocabulary - words that the reader recognizes but does not actively use.

Active vocabulary - words that the reader easily uses to construct sentences.

Although reading comprehension relies mainly on passive vocabulary, the breadth of active vocabulary helps the reader to retell, explain, and summarize the text.

The context in the text is one of the most convenient methods for guessing the meaning of a word. Students are given an explanation based on the following indicators:

- synonyms and antonyms,
- examples,
- generalizing statements,
- cause-effect relationships.

Guessing based on context increases the independence of the student.

Semantic maps allow you to group related words by topic. This method: makes it easier to remember the semantic relationship between words,

activates visual memory,  
ensures deep learning.

Understanding the meaning based on word formation is the most effective strategy. You can quickly understand new words through prefixes, suffixes, and roots.

For example:

un- + known = unknown

re- + write = rewrite[2]

Flashcards are a widely used, scientifically proven tool, and the spaced repetition technique used in conjunction with them helps to store words in long-term memory.

Natural English speech is based on collocations. Learning vocabulary in chunks is one of the most modern approaches.

Example:

make a decision, heavy rain, strong coffee

Knowing collocations significantly speeds up the reading process.

It is important to teach students:

prediction,

skimming,

scanning,

inference.[3]

These strategies are closely related to vocabulary.

The level of complexity of a text is determined by the level of complexity of the vocabulary in it. In the CEFR system, text complexity is closely related to lexical range.

Numerous foreign studies show that:

The 1000 most frequently used words make up 70–80% of texts.

A student who knows 3000 basic words can understand most academic texts.

As the vocabulary increases, the speed of understanding the text increases by 2–3 times.[4]

These facts prove the direct impact of vocabulary learning on reading competence.

Students can independently increase their vocabulary through mobile applications, electronic dictionaries, and interactive platforms.

The teacher:

selects vocabulary lists,

develops exercises,

creates context,

teaches strategies.

When the two approaches are combined, the most high results are observed.

Modern technologies:

Quizlet, Memrise, Duolingo

Google Classroom vocabulary tables

Electronic texts and audiobooks

Video-based reading assignments[5]

they create a multimodal learning environment for the student and improve reading skills.

In conclusion, vocabulary learning techniques play a crucial role in developing reading comprehension skills. Methods such as contextual understanding, working with collocations, semantic maps, morphological analysis, flashcards and spaced repetition systematically increase students' vocabulary. Vocabulary expansion, in turn, develops full comprehension of the text, main idea separation, inference and critical thinking. Integrated vocabulary strategies strengthen reading comprehension competence and form independent reading skills.

### **References**

1. Sattorova, M. Lugʻat oʻrganish strategiyalari va ularning samaradorligi. – Toshkent: “Yangi Asr”, 2021. – 245 b.
2. Ergashev, B. Oʻqish koʻnikmalarini rivojlantirish metodlari. – Samarqand: “SamDU nashriyoti”, 2020. – 210 b.

3. Qurbonniyozova, Z. Leksik kompetensiyani shakllantirish nazariyasi. – Buxoro: “Ilm Ziya”, 2019. – 265 b.
4. Nation, P. Learning Vocabulary in Another Language. – Cambridge: CUP, 2017. – 345 p.
5. Schmitt, N. Vocabulary in Language Teaching. – New York: Routledge, 2018. – 298 p