

EFFECTIVE WAYS TO TEACH VOCABULARY IN LANGUAGE CLASSES BY USING AI PLATFORMS**Madrimova Sevinchoy Erkaboy qizi**Student of Uzbekistan State World Languages University
Sevinchmadrimova461@gmail.com**Xolmatova Maxbubaxon Axmadjon qizi**Teacher of UZSWLU English Philology
environmental.roughton@gmail.com**ABSTRACT**

A successful method for vocabulary development is essential in language learning. There are several useful techniques for language learners to retain knowledge for extended periods. They help learners of all ages expend their vocabulary effectively. Nowadays, memory loss is common among young people, which poses a significant challenge in language learning. Many students study well but forget quickly. This article aims to show effective ways to teach vocabulary in linguistic classes using strategies. The study emphasizes techniques including games, visual aids and lexical teaching using context. These techniques enable students to retain knowledge longer and be more actively engaged in the learning process.

Keywords

Vocabulary teaching, language learning, vocabulary acquisition, teaching strategies, classroom interaction, student engagement, Constructivism, Multisensory.

Introduction

In the contemporary globalized world, the number of language learners is steadily increasing, reflecting both personal aspirations and broader socio-economic demands. Today, many students, driven by academic, professional, and cultural interests, strive to master two or even three foreign languages. The acquisition of foreign languages not only enhances communication but also fosters mutual understanding and intercultural dialogue among representatives of different nations. In this regard, language learning serves as a crucial bridge connecting diverse cultures and promoting global cooperation.

In the context of globalization, the significance of foreign language proficiency extends far beyond communicative competence. It has become an essential factor in economic development, facilitating international cooperation, attracting foreign investment, and enabling active participation in the global market. Countries and individuals equipped with strong linguistic skills are better positioned to engage in cross-border trade, access international resources, and adapt to rapidly changing economic environments. Therefore, foreign language learning today represents not only a means of personal development but also a strategic tool for ensuring economic stability and competitiveness.

Within the framework of language acquisition, vocabulary plays a fundamental and indispensable role. It constitutes the core component of all language skills—listening, speaking, reading, and writing. A well-developed lexical repertoire enables learners to express their ideas accurately, participate actively in communication, and sustain meaningful interaction. Moreover, extensive vocabulary knowledge significantly enhances receptive skills: the greater the number of words a learner knows, the easier it becomes to comprehend spoken discourse and written texts, thereby accelerating the overall learning process.

Conversely, limited vocabulary knowledge can hinder comprehension and communication, leading to difficulties in processing information and expressing thoughts. Learners with insufficient lexical resources often experience interruptions in speech, hesitation, and reduced cognitive fluency, which may negatively affect their confidence and academic

performance. Consequently, systematic vocabulary acquisition and the retention of lexical items in long-term memory are critical for successful language learning.

In recent years, rapid technological advancement has significantly influenced learning behaviors, particularly among younger generations. While digital tools and artificial intelligence offer valuable support for language learning, their excessive or uncritical use may lead to cognitive dependency, reduced memorization capacity, and increased instances of plagiarism. Many learners tend to rely on ready-made translations and automated text generation, which can result in a decline in active vocabulary use and hinder the development of independent language production skills. As a consequence, students may struggle with recalling words in real communicative situations, leading to speech disfluency, interruptions, and a decrease in overall cognitive engagement.

Traditional approaches to vocabulary instruction, such as rote memorization of isolated word lists, have proven to be largely ineffective in addressing these challenges. Such methods often lead to superficial learning, where lexical items are stored in short-term memory and quickly forgotten, limiting their practical application. In contrast, contemporary pedagogical approaches grounded in Constructivism and multisensory learning principles offer more effective alternatives. These approaches emphasize active knowledge construction, learner engagement, and the integration of multiple sensory modalities—visual, auditory, and kinesthetic—in the learning process.

From a constructivist perspective, learners actively build their own understanding by connecting new vocabulary to prior knowledge and real-life experiences. Multisensory techniques, on the other hand, enhance memory retention by involving multiple channels of perception, thereby strengthening neural connections associated with language learning. Activities such as interactive tasks, contextualized practice, visual aids, auditory input, and hands-on experiences enable learners to internalize vocabulary more effectively and transfer it to long-term memory.

This article, therefore, aims to explore and analyze effective techniques for vocabulary development based on constructivism and multisensory approaches. It seeks to demonstrate how the implementation of these methods can facilitate deeper learning, improve retention, and promote active language use. Ultimately, the integration of innovative pedagogical strategies not only expands learners' vocabulary but also enhances their overall language proficiency, equipping them with the skills necessary to function successfully in both academic and real-world communicative contexts.

Literature Review

According to the article writing by Marjona Boboqulova Bahodir qizi, several studies have investigated evidence-based approaches for teaching vocabulary to learners of English as a foreign language. Four previous studies focused notably on vocabulary instruction: Amalia Dhestia (Amalia Dhestia,2019), Hamdan Amani and Sata Al Ahmed (Hamdan Amani, Sata Al Ahmed,2018), Sheridan Robert and Laura Markslag (Sheridan Robert, Laura Markslag,2017), and Alizadeh Iman (Alizadeh Iman,2016). In her study, Alizadeh Iman examined common methods of vocabulary teaching in a section dedicated to instructional techniques. By examining research on vocabulary instruction and out-of-context learning in addition Implicit and explicit vocabulary provide a brief overview of vocabulary teaching and learning approaches.

Currently, as the importance of language increases, the number of language learners is likewise rising. Due to factors such as globalization, access to international education, advances in technology and career prospects, proficiency in a foreign language is progressively more significant. To meet the growing need, various areas such as word mapping, memory techniques and contextual learning have emerged. Learning a new language is a complex process that requires the right approach and patience. Many learners make some mistakes in order to learn quickly, which can make challenging to learn or reduce the pace. Meaningful learning can be achieved by means of tried and tested methods.

Vocabulary plays a crucial role learning any language. Without enough words, it is difficult to speak, write or understand what others are saying (Fengyu, 2023).

In today's traditional teaching, lists of words, their repetition and forced memorization of definitions seem boring and useless to modern youth and are imprinted in their memory for a short time, they quickly forget after learning. The solution to this is available in the contemporary world, teachers and independent learners are developing the learning process through the use of Multisensory teaching. In this method, they learn by using the senses such as sight, hearing, touch and movement. The article additionally discusses how to use Multisensory techniques in the classroom and overcome the complications that may arise in it.

According to Barsalou (2008) human understanding is "grounded" in real-life experiences and people remember ideas better when they connect them to physical actions or sensory practices. For instance, when a young child learns the word "swimming" by swimming or watching someone swim, it is more successful and in other words it is stored in memory for a long time. It is essential to learn not only through sound (hearing), but also understanding and feeling.

Pellerin and Lavoic's research substantiates kinesthetic (movement-based), visual (seeing) and auditory (hearing) learning. They argue that humans do not learn with just one sense, but rather that learning is more powerful when the brain receives information in multiple ways. For example, students learn the word "book" by seeing the book, hearing the teacher say the word, touching the actual book and repeating the word aloud. One of biggest benefits of Multisensory learning is that it improves memory and helps students retain new words in their long-term memory.

Constructivism is a strategy in which students acquire knowledge through questioning, inquiry and independent research. During this procedure, they enhance critical thinking and data analysis skills as they construct their own knowledge. The philosophy of the CLT method is Constructivism, which holds that understanding is constructed and its outcomes emerge. It is emphasized that the process of bringing together the various views of Constructivism into a single, overall collection of principles that can be applied in practice is a complicated process. Simultaneously, students continue to be active participants in this operation.

Therefore, constructivism has a key function in the educational process (Hoover,1996) and is explained by the following aspects:

1. Teaching cannot be interpreted as a simple approach of transferring awareness from those who know to those who do not; teachers in a constructivist approach do not play the role of "the main character on the stage". On the contrary, they act as "guides" to provide opportunities for students to test their existing understandings.
2. If learning is based on prior expertise, teachers should take this knowledge into account and create a learning environment that efficiently exploits the inconsistencies between students' current understanding and new experiences (Clements, 1997).

Conclusion

The purpose of this research is to examine ways to effectively improve vocabulary in language learning classes and provide guidelines for their practical application. Multisensory and Constructivism techniques are powerful methods that help students learn new vocabulary in a substantial and long-term approach. The value of the methods for vocabulary expansion, student motivation and inclusive teaching make Multisensory and Constructivism a valuable tool in current educational practices, but they require meticulous planning. Teachers using this method can help both acquire vocabulary and engage positively in the language learning process.

The results showed that through these methods, students create enhanced memory retention and be actively involved in the learning process. Students do not memorize, but also learn to understand and use words. These methods are highly beneficial for second language learners and young students. These approaches allow for flexible teaching for students with various learning styles. Learners can master languages by committing vocabulary to durable memory.

This is crucial because of modern professions, understanding programming and technical documentation, working with international clients and developing cross-cultural understanding require multilingualism. These approaches are considered more modern and effective than traditional memorization-based methods.

Overall, these techniques are an important factor in increasing the effectiveness of language learning by expanding students' vocabulary.

Reference

3. Alizadeh, I. (2016). Vocabulary Teaching Techniques: A review of Common Practice. *International Journal of Research in English Education* Volume.
4. Ahmad Budairi. (2017, November 29). Improving the Student's Vocabulary Mastery by using Constructivism Principle in the Second-year Students of SMAN 1 Kouman [Email publication]. ahmadbudairi67@gmail.com
5. Barsalou, L. W. (2008). Grounded Cognition. *Annual Review of Psychology*, 59, 617–645. <https://dspace.univ-ouargla.dz/jspui/handle/123456789/36913> ◆
6. Clements, D. H. (1997). Development of Students' Spatial Thinking. *The Elementary School Journal*, 98, 171-186.
7. Fengyu, Z. (2023). The Impact of Vocabulary Learning Methods on Students' Vocabulary Application Skills. *English Language Teaching and Linguistics Studies*.
8. Hoover, J. (1996). *Introduction to Constructivism Principle in Teaching Learning Process* (2nd ed.). New York, NY: Holt, Rinehart and Winston.
9. Kalauova, S. S. (2025, May). Improving Vocabulary Learning with a Multisensory Approach. *Zamonaviy Ilm-fan va Ta'lim Istiqbollari Ilmiy-amaliy Konferensiyasi*.
10. Marjona Boboqulova, B. Q. (2025, April 14). Effective Methods for Teaching Vocabulary to English Language Learners. *Academic Research in Modern Science International Scientific-Online Conference*.
11. Pellerin, M., & Lavoic, C. (n.d.). *Multimodal and Multisensory Approach to Teaching and Learning Vocabulary*. University of Alberta / Université of Québec.