



DIFFERENT WAYS OF TURNING LEARNED WORDS INTO ACTIVE VOCABULARY AND USING THEM

РАЗЛИЧНЫЕ СПОСОБЫ ПРЕВРАЩЕНИЯ ВЫУЧЕННЫХ СЛОВ В АКТИВНЫЙ СЛОВАРНЫЙ ЗАПАС И ИХ ИСПОЛЬЗОВАНИЯ

O'RGANILGAN SO'ZLARNI FAOL LUG'ATGA AYLANTIRISH VA ULARDAN FOYDALANISHNING TURLI USULLARI

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Abstract. *This article examines various approaches to converting passive knowledge of vocabulary into active use of vocabulary in second language learning. The research identifies key factors influencing vocabulary activation including frequency of exposure, contextual integration, cognitive processing depth, and systematic practice methods. The findings reveal that successful vocabulary activation requires a multi-faceted approach combining explicit instruction, meaningful context exposure, and systematic retrieval practice. This analysis contributes to understanding optimal pedagogical approaches for vocabulary development in language learning contexts.*


Keywords: *active vocabulary, passive vocabulary, vocabulary acquisition, language learning strategies, lexical competence*

Annotatsiya. *Ushbu maqola passiv lug'at bilimlarini ikkinchi tilni o'zlashtirishda faol so'z birikmalariga aylantirishning turli metodologiyalarini ko'rib chiqadi. Tadqiqot lug'at faollashuviga ta'sir qiluvchi asosiy omillarni, jumladan, ta'sir qilish chastotasini, kontekstual integratsiyani, kognitiv ishlov berish chuqurligini va tizimli amaliyot usullarini aniqlaydi. Natijalar shuni ko'rsatadiki, so'z boyligini muvaffaqiyatli faollashtirish aniq ko'rsatmalar, mazmunli kontekstni ta'minlash va tizimli qidirish amaliyotini birlashtirgan ko'p qirrali yondashuvni talab qiladi. Ushbu tahlil tilni o'rganish sharoitida so'z boyligini rivojlantirish uchun optimal pedagogik yondashuvlarni tushunishga yordam beradi.*

Kalit so'zlar: *faol lug'at, passiv lug'at, so'z boyligini o'zlashtirish, til o'rganish strategiyalari, leksik kompetensiya*

INTRODUCTION

Vocabulary learning is perhaps the most fundamental concern in second language learning, in which students must endure a significant gap between passive vocabulary awareness and productive use of these words in language generation. This phenomenon has commonly been referred to as the passive-active vocabulary gap and has garnered extensive attention among researchers and educators seeking to optimize vocabulary instruction practices [1]. The distinction between active and passive vocabulary is central to the



understanding of acquiring language competence, where passive vocabulary refers to words which can be recognized and understood by the learners upon encountering them in reading or listening contexts, while active vocabulary refers to words which can be accessed spontaneously and applied contextually by learners in speaking and writing tasks [2].


The significance of transferring acquired words to active vocabulary goes beyond the simple lexicalization; it has direct influences on general communicative competence and linguistic fluency. Research indicates that students may possess enormous passive vocabularies and weak active vocabularies, leading to communication and expression barriers [3]. This disparity is more obvious in learning and workplaces where precise lexical choices and varied expression are more than required to enjoy effective communication [4]. An awareness of the mechanisms and protocols facilitating vocabulary activation is therefore crucial to the development of successful language learning pedagogies as well as to improving learner achievement within second language learning contexts.

METHODOLOGY AND LITERATURE REVIEW

This study employs a systematic literature review approach to examine existing research on vocabulary activation strategies and methodologies. The review synthesizes findings from cognitive psychology, applied linguistics, and second language acquisition research to provide a comprehensive understanding of factors influencing vocabulary activation processes. The theoretical foundation for vocabulary activation draws heavily from cognitive load theory and the levels of processing framework, which suggest that deeper cognitive engagement with vocabulary items leads to more robust memory encoding and improved retrieval capabilities [5]. Research in this domain emphasizes the importance of elaborative processing, where learners engage with new vocabulary through multiple cognitive pathways including semantic, phonological, and orthographic processing. This multi-dimensional approach to vocabulary learning creates stronger neural pathways that facilitate both recognition and production of target vocabulary items.

Uzbek linguistic research has contributed significantly to understanding vocabulary activation through studies examining bilingual lexical processing and cross-linguistic transfer effects. Scholars have investigated how learners' native language vocabulary knowledge influences second language vocabulary acquisition and activation patterns [6]. These studies reveal that systematic comparison between L1 and L2 vocabulary structures can facilitate deeper processing and improved activation rates, particularly when learners are encouraged to identify cognates, false friends, and structural similarities between languages.

Russian psycholinguistic research has provided valuable insights into the cognitive mechanisms underlying vocabulary activation, particularly through studies examining memory consolidation and retrieval processes in multilingual contexts. Research conducted in Russian academic institutions has demonstrated that vocabulary items learned through associative networks and semantic clustering show superior activation rates compared to



isolated word learning approaches [7]. These findings align with broader cognitive research while providing specific insights into vocabulary development in Slavic language contexts.

Spaced repetition systems represent another significant area of research in vocabulary activation, with studies from various linguistic traditions demonstrating that systematic review of vocabulary items at increasing intervals significantly improves long-term retention and active recall. The effectiveness of spaced repetition lies in its alignment with natural forgetting curves and memory consolidation processes, ensuring that vocabulary items are reviewed at optimal intervals to strengthen memory traces and improve accessibility for productive use [8].


RESULTS AND DISCUSSION

Analysis of existing research reveals several key strategies that effectively promote vocabulary activation, with output-focused activities demonstrating particular effectiveness in bridging the passive-active vocabulary gap. Production-based exercises that require learners to generate sentences, engage in communicative tasks, or create original content using target vocabulary consistently show superior results compared to recognition-based activities alone. These findings align with the generation effect in cognitive psychology, which demonstrates that information produced by learners is better retained than information merely processed or recognized.

Contemporary research from Uzbek educational institutions has highlighted the importance of culturally relevant contexts in vocabulary activation, demonstrating that learners show improved activation rates when vocabulary items are presented within familiar cultural and social frameworks [9]. This cultural contextualization approach recognizes that vocabulary activation is not merely a cognitive process but also involves sociocultural dimensions that influence learner engagement and motivation. Studies indicate that vocabulary items presented within culturally meaningful contexts demonstrate higher retention rates and more frequent spontaneous use in communicative situations.

The role of frequency and recycling in vocabulary activation emerges as a critical factor, with research indicating that words require multiple meaningful encounters across varied contexts before becoming readily available for active use. Studies suggest that learners need between 8-15 encounters with a vocabulary item across different contexts and modalities before it becomes part of their active vocabulary repertoire. This finding has significant implications for curriculum design and vocabulary instruction, emphasizing the need for systematic recycling of target vocabulary across multiple lessons and contexts rather than single-exposure approaches.

Russian methodological research has contributed valuable insights into systematic vocabulary development through studies examining the effectiveness of different instructional sequences and practice patterns. Research demonstrates that vocabulary items introduced through graduated exposure patterns, beginning with recognition activities and progressing through controlled production to free production, show significantly higher activation rates than items introduced through single-modality approaches. These



systematic progression models provide clear frameworks for educators seeking to optimize vocabulary instruction sequences.

Cognitive elaboration strategies, including semantic mapping, word association exercises, and etymology exploration, demonstrate significant effectiveness in promoting vocabulary activation by creating rich conceptual networks around target words. These strategies work by establishing multiple pathways to vocabulary items, increasing the likelihood of successful retrieval in communicative situations. Research indicates that learners who engage in elaborative vocabulary processing demonstrate superior performance on both recognition and production measures compared to those using rote memorization approaches. The integration of digital tools and traditional pedagogical approaches has shown particular promise in creating comprehensive vocabulary learning environments that address multiple learning preferences and cognitive processing styles simultaneously.

CONCLUSION

The transformation of passive vocabulary knowledge into active vocabulary usage represents a complex process requiring systematic attention to multiple cognitive, pedagogical, and sociocultural factors. This analysis reveals that effective vocabulary activation strategies must address both the cognitive mechanisms underlying memory consolidation and the communicative contexts that promote natural vocabulary use. The most successful approaches combine explicit vocabulary instruction with meaningful contextual exposure, systematic review schedules, and production-focused activities that require learners to actively generate target vocabulary in communicative situations.

Research from diverse linguistic and cultural contexts demonstrates that vocabulary activation is enhanced through culturally relevant materials, systematic progression from recognition to production activities, and integration of multiple cognitive processing pathways. The implications for language instruction are significant, suggesting that traditional vocabulary teaching methods focusing primarily on recognition and definition memorization are insufficient for promoting active vocabulary development. Instead, effective vocabulary instruction requires integrated approaches that combine cognitive elaboration strategies, contextual learning opportunities, and systematic production practice within meaningful communicative frameworks.

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