

2025-yil, iyun 12-son



ISSN 2021-9752

Til va adabiyot.uz

ILMIY-METODIK ELEKTRON JURNAL
НАУЧНО-МЕТОДИЧЕСКИЙ ЭЛЕКТРОННЫЙ ЖУРНАЛ
SCIENTIFIC-METHODOLOGICAL ELECTRONIC JOURNAL

«Til va adabiyot – Преподавание языка и литературы – Language and literature teaching» (e-mail: tilvaadabiyotuz@gmail.com) <https://oak.uz/pages/4802>

27 IYUN

MATBUOT VA OAV XODIMLARI KUNI

Tabriklaymiz!



Latofat BEKNAZAROVA. O'ZBEK ONOMASTIKASINING SHAKLLANISHI TARAQQIYOTI VA MUSTAQILLIK DAVRI MUAMMOLARI	234	Д. СУЛТАНОВА. ЛИНГВОСТИЛИСТИЧЕСКИЕ ОСОБЕННОСТИ МЕТАФОРЫ В ПОЭЗИИ Е.А. ЕВТУШЕНКО	276
Ozoda XUSHVAQTOVA. “QURILISH-SAVDO SOHASIDA QO'LLANILAYOTGAN XORIJIY TILLARNING O'ZBEK TILI LINGVISTIKASIDA TUTGAN O'RNI VA UNING AMALIY TADQIQI”	236	Маржона АСКАРОВА. ОБУЧЕНИЕ НЕРУССКИХ ШКОЛЬНИКОВ 10-11 КЛАССОВ ПРЕДЛОЖНО-ПАДЕЖНЫМ СОЧЕТАНИЯМ РУССКОГО ЯЗЫКА С ИСПОЛЬЗОВАНИЕМ МУЛЬТИМЕДИЙНЫХ ТЕХНОЛОГИЙ.....	278
Ilyos RUSTAMOV. FUTBOL PODKASTLARI TAHLILIY JURNALISTIKANING YANGI FORMATI SIFATIDA.....	238	Шахноза ТАДЖИМОВА. ОСОБЕННОСТИ ПРЕПОДАВАНИЯ ИНОСТРАННОГО ЯЗЫКА В ТЕХНИЧЕСКОМ ВУЗЕ.....	281
Mahliyo TO'RAQULOVA. HOMIDJON HOMIDIY ILMIY MAKTABINING TAKOMILI	241	Lutfulla KHOLIYAROV. DIE BESONDERHEITEN DER SPRACHE IN DEN WERKEN VON LYDIA MISCHKULNIG	284
Ismigul IMOMOVA. O'LMAS UMARBEKOV DRAMALARIDA LEKSIK BIRLIKLAR – POETIK INDIVIDUALLIKNI IFODALOVCHI VOSITA SIFATIDA.....	244	Umida TOHIROVA. “THE ROLE OF METAPHORS AND SYMBOLS IN TRANSLATING THE POETIC SPIRITUALITY OF “LISON UT-TAYR””	287
Azimjon RAXMONOV. MANBALAR ASOSIDA MITARRIZIY VA MUTARRIZ ILMIY FAOLIYATINING O'RGANILISHI	247	Umida MADAMINOVA. TITLE: MALE DYNAMICS IN LITERATURE: COMMUNICATION, COMPETITION, AND CULTURAL REFLECTION	289
Dilmurod BO'RIYEV. O'ZBEK VA INGLIZ TILLARIDAGI ZOOLOGIK METAFORALARNING PAREMIOLOGIK FUNKSIYALARI.....	249	Safiya NIYOZOVA. CHILD EDUCATION IS THE DUTY OF THE FAMILY SCHOOL AND SOCIETY	292
Саида АРИПОВА. СОВРЕМЕННЫЕ НАПРАВЛЕНИЯ РАЗВИТИЯ МЕДИЦИНСКОЙ ТЕРМИНОЛОГИИ КАК ДИНАМИЧЕСКОЙ СИСТЕМЫ	251	Zebiniso TUYCHIEVA. WORD PLAY AS A TRANSLATION PROBLEM IN MEDIA TEXTS.....	295
Наргиза ХАМИДОВА. СОЦИАЛЬНО-КОММУНИКАТИВНЫЙ ЭТИКЕТ В ФРАНЦУЗСКОМ И УЗБЕКСКОМ ЯЗЫКАХ: СОПОСТАВИТЕЛЬНЫЙ КУЛЬТУРОЛОГИЧЕСКИЙ ПОДХОД	253	Nigina SALIMOVA. THE HONORIFIC FORM OF THE POSSESSOR EXPRESSED BY GRAMMATICAL MEANS IN THE KOREAN LANGUAGE	297
Анна МЕНЬШЕНИНА. ТЕНДЕНЦИЯ К СМЫСЛОВОМУ СОГЛАСОВАНИЮ КАК АКТИВНЫЙ ПРОЦЕСС СОВРЕМЕННОГО РУССКОГО СИНТАКСИСА	256	Gulnoz TOLIBOVA. PROBLEMS AND SOLUTIONS IN DEVELOPING LEXICAL COMPETENCE DURING INTENSIVE FOREIGN LANGUAGE INSTRUCTION	300
Садокат ПИРИМКУЛОВА. ПРОБЛЕМЫ ПРИ ВЫБОРЕ ИГР И ПУТИ ИХ РЕШЕНИЯ: ПОДХОДЫ В ПРЕПОДАВАНИИ НЕМЕЦКОГО ЯЗЫКА	260	Dildora SATTOROVA. THE IMPACT OF FEEDBACK ON LEARNING OBJECTIVES IN FOREIGN LANGUAGE TEACHING	303
Марат ГАЛИУЛОВ. КОГНИТИВНАЯ И АФФЕКТИВНАЯ АКТИВИЗАЦИЯ ЧЕРЕЗ ДРАМАПЕДАГОГИЧЕСКИЕ МЕТОДЫ ПРИ ОБУЧЕНИИ УПРАВЛЕНИЮ ПРИЛАГАТЕЛЬНЫХ В КОНТЕКСТЕ ПРЕПОДАВАНИЯ НЕМЕЦКОГО КАК ИНОСТРАННОГО ЯЗЫКА	263	Navro'zbek NASIROV. THE IMPORTANCE OF USING GAMES IN LANGUAGE TEACHING AND LEARNING FOREIGN LANGUAGES	306
Сабина ЮЛДАШЕВА. РЕЧЕВОЙ ЖАНР “ПОЗДРАВЛЕНИЕ” В РУССКОЙ, АМЕРИКАНСКОЙ И КОРЕЙСКОЙ ЛИНГВОКУЛЬТУРАХ	266	Shotillo SHORAXMETOV. MEMORY AND LANGUAGE LEARNING: THE ROLE OF PSYCHOLOGICAL STRATEGIES IN THE LEARNING OF ENGLISH VOCABULARY	309
Фаррух САФАРОВ. ИДИОМАТИЧЕСКИЕ РАСШИРЕНИЯ ЗНАЧЕНИЙ В СЛОВООБРАЗОВАТЕЛЬНЫХ ГНЁЗДАХ	269	Mukaddam KURBANOVA. LEXICAL EQUIVALENTS AND CULTURAL GAPS: A COMPARATIVE ANALYSIS OF ENGLISH AND UZBEK TOURISM TERMINOLOGY.....	311
Махбуба ХАМИДОВА. Умида ЮЛБАРСОВА. МЕТОДИКА РАБОТЫ С ФРАЗЕОЛОГИЗМАМИ КАК СРЕДСТВО ОБОГАЩЕНИЯ РЕЧИ УЧАЩИХСЯ	273	Charos NAZAROVA. THE ROLE OF TRANSLATION EDITING IN MAINTAINING INTERLINGUAL ACCURACY AND CULTURAL RELEVANCE IN ENGLISH-UZBEK PEDAGOGICAL CONTEXTS	313

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MEMORY AND LANGUAGE LEARNING: THE ROLE OF PSYCHOLOGICAL STRATEGIES IN THE LEARNING OF ENGLISH VOCABULARY

Annotation: this article discusses the impact of psychological strategies in relation to memory, in the instance of learning English vocabulary. The study identifies cognitive and metacognitive strategies that improve longer-term retention of words. The study uses data from Uzbek learners of English in Secondary Schools and examines their use of strategies for memory enhancement. Data was collected over an extended period of time and consisted of vocabulary tests, questionnaires about learner strategies and interviews with participants. The results indicated, in general, that those who used cognitive strategies, variables as visualization, semantic mapping and spaced repetition, would have better vocabulary retention outcomes.

Key words: memory strategies, vocabulary learning, psychological strategies, cognitive techniques, English language acquisition, semantic mapping, metacognition

Аннотация: в статье рассматривается влияние психологических стратегий на память при изучении английской лексики. Исследование выявляет когнитивные и метакогнитивные стратегии, способствующие долгосрочному запоминанию слов. Исследование основано на данных, собранных среди узбекских школьников, изучающих английский язык, и анализирует использование ими стратегий для улучшения памяти. Данные собирались в течение длительного времени и включали тесты по лексике, анкеты о стратегиях обучения и интервью с участниками. Результаты показали, что учащиеся, использующие когнитивные стратегии, такие как визуализация, семантическое картирование и интервальное повторение, в целом демонстрировали лучшие результаты в запоминании слов.

Ключевые слова: стратегии запоминания, изучение лексики, психологические стратегии, когнитивные техники, овладение английским языком, семантическое картирование, метакогниция.

Annotatsiya: ushbu maqolada ingliz tilidagi lug'atni o'rganishda psixologik strategiyalarning xotira bilan bog'liq ta'siri muhokama qilinadi. Tadqiqot so'zlarni uzoq muddatli eslab qolishni yaxshilovchi kognitiv va metakognitiv strategiyalarni aniqlaydi. Tadqiqot O'zbekistonlik o'rta maktab o'quvchilari orasida olib borilgan bo'lib, ularning xotirani mustahkamlash uchun qo'llagan strategiyalari o'rganilgan. Ma'lumotlar uzoq vaqt davomida yig'ilgan va lug'aviy testlar, o'quv strategiyalari haqidagi so'rovnomalar hamda ishtirokchilar bilan interv'yularni o'z ichiga olgan. Natijalar shuni ko'rsatdiki, vizualizatsiya, semantik xaritalash va oraliqli takrorlash kabi kognitiv strategiyalardan foydalangan o'quvchilar odatda so'z boyligini yaxshiroq eslab qolishgan.

Kalit so'zlar: xotira strategiyalari, lug'at o'rganish, psixologik strategiyalar, kognitiv usullar, ingliz tilini o'zlashtirish, semantik xaritalash, metakognitsiya.

Introduction

Understanding vocabulary is pivotal to second language learning and contributes greatly to communicative competence. Language learners rely on memory to recall, retain and accumulate lexical items at a variety of distances over periods of time. Without various forms of instructional support, retention rates of vocabulary decrease and are influenced by EFL contexts where learners may only have 2 hours, more or less, of exposure per week in an EFL class. Cognitive psychology has provided recall and retention strategies for language learning, including chunking, elaboration and associations. Metacognition strategies provide further options for

retention, including the planning, monitoring and evaluation of one's learning process. In terms of recall and retention, learners will rely on varied strategies according to their age, specific motivation for learning, and language proficiency levels. Strategies for vocabulary memorization have been shown to improve learning using visualization, repetition and affective strategies (Schmitt, 2000). Previous studies have also looked at variables of language anxiety, self-efficacy and motivation as mediators of memory strategies (Oxford, 2011). Lastly, while vocabulary memorization is about language, it is also cognitive and affective. For Uzbekistan, for example, the context is exceedingly multilingual, but the environment

for developing English vocabulary is at best an oppressive experience. Learners want to learn, but making any simple connection to the intended target language is challenging due to a lack of exposure and a supportive reconstructing environment. Strategy training could be a potential solution for learners to learn about the way they learn and to facilitate their learning for dealing with memory constraints. This article investigates which psychological strategies are most effective in improving English vocabulary retention among Uzbek learners. The results aim to inform educators about evidence-based practices for enhancing vocabulary learning.

Methodology

60 tenth-grade students from three secondary schools in Tashkent, Uzbekistan, participated in this mixed-method study. Participants were assigned to both experimental and control groups. The experimental group was instructed in the psychological memory strategies: visualization, spaced repetition and keyword, while the control group participated in standard vocabulary instruction. A pre-test was administered with an initial measure of vocabulary knowledge before treatment. The duration of the intervention was six weeks, during which the experimental group had additional time to practice the guided memory strategies. Posttests assessed vocabulary retention, and strategy use was analysed using learner questionnaires. Semi-structured interviews were coded thematically regarding a total of three teachers and ten students to provide further qualitative insight into the learners' experiences. Quantitative data collected through questionnaires were entered into SPSS for analysis. Qualitative responses were coded using thematic coding.

Results and Discussion

The post-test results indicated that the experimental group had a greater vocabulary retention than the control group, showing a 34% difference, versus 15% for the control group. Students also indicated more confidence and joy in learning new words using psychological strategies. Visualization and Semantic

Mappings were especially helpful for learners with a visual learning preference (Nation, 2013). Thematic analysis of the interviews found that emotional engagement and motivation increased when learners experienced personal progress. The teachers had noticed that learners using spaced practice tended to retain vocabulary level longer and used the vocabulary more accurately in writing activities (Oxford & Nyikos, 1989). Nevertheless, some students reported finding the strategies to be time-consuming, indicating that learners need to be trained adequately and gradually. The findings corroborate previous studies pertaining to cognitive strategies and metacognitive strategies (Schmitt, 2000; O'Malley & Chamot, 1990). Overall, memory strategies can not only improve retention of vocabulary knowledge, but they also promote learner autonomy and motivation towards learning, as well.

Conclusion

This research shows that psychological memory strategies can significantly improve the retention of vocabulary in English as a foreign or second language by levels of secondary school learners. Using strategies such as visual imagery that encourage repetition or semantic mapping improves not only performance but also motivation. Integrating the use of memory strategies into the language learning process enables students to have a greater ability to manage their own learning. Therefore, it is important to train teachers in strategy-based instruction, engaging both the cognitive and emotional environments in the vocabulary manipulation. It is acknowledged that not every learner may be willing to adapt to a more psychological approach to memory strategies, but the obvious (and often indefinite) impact of training in memory strategies is likely to have a long-lasting effect. Future educational policy should include time and resources to identify and include psychological strategies in the curriculum, making it easier for students to use these strategies. Future studies might also investigate the long-term impact of students utilizing memory strategies on other areas of language proficiency and building a learner identity.

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