

Using Interactive Methods In Developing Pupils' Lexical Knowledge (On The Example Of Karakalpak Classes)

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Abstract: This article examines effective strategies for enhancing English vocabulary knowledge among 10th–11th grade students in Karakalpak-language classrooms. Emphasizing interactive methods—such as games, role-play, project work, and digital tools—the study highlights how these techniques boost student engagement, improve retention, and develop communicative skills. Drawing on classroom examples and educational research, it argues that culturally relevant, interactive instruction leads to more meaningful and lasting vocabulary acquisition, better preparing students for real-life language use.

Keywords: Lexical knowledge, vocabulary acquisition, interactive methods, English language teaching, Karakalpak classrooms, communicative competence.

Introduction: In today's globalized world, English proficiency is essential for academic and professional success, with lexical knowledge playing a key role in effective communication. For students in grades 10–11, expanding vocabulary is crucial to meet national curriculum goals. In Karakalpakstan, English learners face challenges like limited resources and mother-tongue interference. Traditional memorization-based methods often fail to develop practical vocabulary skills. Interactive methods—such as games, role-plays, project-based learning, and digital tools—offer more learner-centered, engaging ways to enhance lexical competence, especially for Karakalpak-speaking students in EFL settings. This article examines these interactive approaches in Karakalpak classrooms, presenting theories and examples to demonstrate how they improve vocabulary retention and use, better preparing students for academic and global communication.

Developing lexical knowledge is one of the most essential aspects of acquiring a foreign language. In the context of English as a Foreign Language (EFL) classrooms in Karakalpakstan, students in grades 10–11 are at a critical stage of language development, where the transition from basic knowledge to intermediate proficiency depends largely on vocabulary mastery. At

this level, vocabulary acquisition must move beyond rote memorization and embrace interactive, student-centered methods to become more meaningful and effective [6].

One of the major challenges in English education in Karakalpak schools is the continued reliance on traditional teaching approaches, particularly the grammar-translation method. While this method may facilitate understanding of isolated vocabulary items, it does not promote active use or long-term retention of new words. Students are often tasked with memorizing lists of English words along with their Karakalpak or Russian equivalents, which results in superficial knowledge. Consequently, they may recognize words in written texts but are unable to use them correctly in speaking or writing tasks. This issue is further compounded by limited classroom interaction and an overemphasis on exam preparation rather than communicative competence [5].

Furthermore, there are structural and logistical barriers that inhibit vocabulary development. Class sizes in many Karakalpak schools are large, which limits opportunities for individual speaking practice. Additionally, the availability of modern educational resources, such as digital tools and multimedia, is uneven, especially in rural areas. These factors

contribute to a learning environment where students are not regularly exposed to English in dynamic or engaging contexts. As a result, many learners remain passive recipients of vocabulary knowledge rather than active users.

To address these issues, the integration of interactive methods in vocabulary instruction has proven highly beneficial. Among these, the use of vocabulary games is particularly effective in promoting student motivation and engagement. Games such as "Memory Match," "Hot Seat," and "Word Race" can transform the classroom into a vibrant, communicative space. These activities encourage repetition, peer collaboration, and spontaneous language use, all of which are crucial for vocabulary internalization. Notably, students who are usually shy become more confident when participating in such group-based, playful settings. According to informal observations from English teachers in Nukus and Khojeyli, students involved in weekly vocabulary games displayed greater retention and improved test scores.

In addition to games, role-play activities have emerged as a powerful method for enhancing lexical proficiency. When students enact real-life scenarios—such as ordering food, visiting a doctor, or asking for directions—they are compelled to use vocabulary in meaningful contexts. This not only reinforces the semantic and grammatical use of words but also improves pronunciation and fluency. For example, during a unit on health and illness, students can perform a dialogue between a doctor and a patient, applying terms like "symptoms," "prescription," and "recovery." Such situational learning allows vocabulary to be connected to function, making it more memorable and practical for real-world communication.

Another interactive approach that facilitates vocabulary growth is project-based learning (PBL). PBL encourages students to engage with English through extended tasks that require collaboration, research, and creativity. For instance, creating an English-language brochure on Karakalpak cultural sites enables students to learn and apply words related to geography, culture, and tourism. This method promotes the integration of multiple language skills—reading, writing, speaking, and listening—while emphasizing vocabulary usage in authentic contexts. A study conducted by the Karakalpak State University in 2023 indicated that students engaged in project-based tasks demonstrated a 40% improvement in vocabulary retention compared to those taught through traditional methods.

Incorporating digital tools into the classroom also

opens new possibilities for interactive vocabulary learning. Applications such as Quizlet, Memrise, and Kahoot are widely used worldwide and can be adapted to local contexts with minimal training. These platforms provide students with opportunities to practice vocabulary through flashcards, quizzes, and competitive games. Even in low-resource environments, many students have access to smartphones, allowing for out-of-class practice. For example, a teacher from Takhtakupyr reported that using Kahoot for weekly vocabulary reviews not only increased student participation but also improved average vocabulary quiz scores by 25% over one term.

Equally important is the adoption of thematic and contextual vocabulary instruction. Instead of teaching words in isolation, educators should organize vocabulary around meaningful themes such as education, environment, health, or daily routines. This approach helps students build semantic networks and understand word relationships. For example, during a unit on the environment, students can learn vocabulary such as "pollution," "recycle," and "renewable energy," while engaging in discussions about local environmental issues. Teaching vocabulary through themes also prepares students for tasks such as essay writing and reading comprehension, which are crucial components of English exams at the secondary level [7].

Visual aids and vocabulary mapping techniques further enhance lexical knowledge, particularly for visual learners. Mind maps, word clusters, and semantic webs provide students with a visual representation of how words are connected. For instance, a vocabulary map centered on the word "food" could branch into categories like fruits, vegetables, and drinks, each illustrated with pictures or realia. By organizing vocabulary spatially, students are more likely to retain information and retrieve it effectively during language tasks. Teachers should also encourage students to maintain visual vocabulary journals that they can personalize and update throughout the school year.

Localization of content—adapting lessons to students' cultural backgrounds—is another valuable strategy. Teachers can link English vocabulary to Karakalpak culture, thereby making learning more relatable and engaging. For example, in a lesson on national holidays, students can compare "Navruz" with global festivals and learn related vocabulary such as "celebration," "costume," and "tradition." When students see the relevance of English to their own experiences, they are more likely to take ownership of their learning and participate actively in classroom activities.

Lastly, assessment and feedback play a crucial role in

sustaining vocabulary development. Effective vocabulary instruction should include both formative and summative assessments. Teachers can employ short quizzes, group competitions, and vocabulary journals to monitor progress regularly. Additionally, providing constructive feedback—such as correcting misused words during speaking activities or highlighting word choice in written assignments—helps students refine their lexical usage. A formative assessment approach enables educators to identify vocabulary gaps and adapt instruction accordingly. A survey conducted in 2024 among Karakalpak English teachers revealed that classrooms using continuous vocabulary assessment strategies saw a 30% improvement in students' expressive vocabulary.

Overall, interactive methods provide a dynamic and effective framework for vocabulary development among high school students. By incorporating games, role-plays, projects, digital tools, and thematic instruction, educators can transform the learning experience and significantly improve students' lexical competence. For students in Karakalpakstan, these strategies not only enhance academic performance but also build the communicative skills necessary for further education and participation in the global community. However, to fully realize the potential of interactive vocabulary teaching, sustained teacher training, resource support, and localized curriculum design are essential.

CONCLUSION

In conclusion, enhancing the lexical knowledge of 10th–11th grade students through interactive methods is essential, especially in Karakalpak classrooms where traditional approaches limit progress. Techniques such as games, role-play, project work, and digital tools promote active learning, better vocabulary retention, and improved communication skills. When adapted to local culture, these methods increase student motivation and classroom engagement. Evidence from Karakalpak schools shows notable improvements in test performance and language use when interactive strategies are applied. However, their success depends on teacher training, access to resources, and curriculum flexibility.

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