



Demak, Yaponiya ta’lim tizimi bizga quyidagi haqiqatni eslatadi:

“Agar ta’lim insonni o’zgartira olmasa, unda jamiyatni ham o’zgartira olmaydi.”

Yapon o’qituvchilari esa bu haqiqatni har kuni amalda isbotlab kelmoqda — har bir sinfda, har bir darsda, har bir jimlik daqiqasida. Ularning yondashuvi shunchaki o’qitish emas, balki ta’limni hayot falsafasiga aylantirishdir. Shunday qilib, Yaponiya ta’lim tizimi — bu o’qituvchining mehridan, madaniyatning sabridan va xalqning ruhiy uyg’unligidan qurilgan intellektual ibodatxonadir. Undan taralayotgan nur esa faqat yapon o’quvchilarini emas, balki butun insoniyatni o’ylash, izlash va yangilik sari intilishga chorlaydi. O’z maktablarimizda sinf boshqaruvi bo’yicha Yapon metodlarini (masalan, tartib-qoidalar aniq, o’qituvchi hamjamiyati bilan rejalashtiradi) qo’llab ko’rishimiz kerak. O’qituvchilar o’zaro dars-tahlil (Lesson Study) usulini joriy etishlari mumkin: dars oldidan, dars davomida va darsdan keyin tahlil qilib, takomillashtirishlari zarurdir. Madaniy jihatga e’tibor: sinfda jamoaviylik, hamkorlik, o’quvchilarning o’zaro faoliyati va hurmat asosida muhit yaratish — bular modul metodikasi sifatida qo’llanilishi mumkin. Yaponiyada ta’lim — faqat fan bilimini berish emas, balki o’qituvchining kasbiy salohiyati, sinf ichidagi madaniy muhit va boshqaruv, hamda metodologik yangiliklarni birlashtirib qo’llashga yo’naltirilgan.

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CHALLENGES AND SOLUTIONS IN TEACHING ENGLISH VOCABULARY TO B2 LEARNERS

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Abstract. Teaching English vocabulary to B2 learners presents various challenges related to lexical complexity, retention, context usage, and learner motivation. This study investigates common difficulties faced by upper-intermediate students and identifies effective pedagogical strategies for vocabulary development. Data were collected through classroom observations, teacher interviews, and student surveys. The findings indicate that insufficient exposure to authentic materials, limited active vocabulary usage, and challenges in understanding polysemous words are the main obstacles. Solutions such as contextualized learning, lexical chunks, digital tools, and task-based activities significantly improve vocabulary acquisition. This paper provides practical recommendations and highlights effective approaches that can enhance vocabulary teaching for B2 learners.

Keywords: vocabulary acquisition, B2 learners, teaching strategies, lexical competence, contextual learning, language pedagogy.

B2 DARAJASIDAGI O’QUVCHILARGA INGLIZ LUG’ATINI O’RGATISHDA MUAMMOLAR VA YECHIMLAR

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Annotatsiya. B2 darajasidagi o‘quvchilarga inglizcha lug‘atni o‘rgatish leksik murakkablik, eslab qolish, so‘zlarni kontekstda qo‘llash va o‘quvchi motivatsiyasi kabi bir qator qiyinchiliklarni yuzaga keltiradi. Ushbu tadqiqot upper-intermediate darajasidagi talabalar duch keladigan eng ko‘p uchraydigan muammolarni o‘rganadi va lug‘atni rivojlantirish uchun samarali pedagogik strategiyalarni aniqlaydi. Ma’lumotlar dars kuzatuvlari, o‘qituvchilar bilan suhbatlar va talabalar so‘rovlari orqali yig‘ildi. Natijalar shuni ko‘rsatadiki, asosiy to‘siqlar autentik materiallar bilan yetarli ishlamaslik, so‘zlarning faol qo‘llanishining kamligi va ko‘p ma’noli so‘zlarni tushunishdagi qiyinchiliklardir. Kontekstual o‘qitish, leksik bloklar, raqamli vositalar va faoliyatga asoslangan topshiriqlar kabi yondashuvlar lug‘atni o‘zlashtirishni sezilarli darajada yaxshilaydi. Ushbu maqola B2 darajasida lug‘at o‘rgatishni kuchaytirish uchun amaliy tavsiyalar va samarali usullarni taklif qiladi.

Kalit so‘zlar: lug‘atni o‘zlashtirish, B2 darajasidagi o‘quvchilar, o‘qitish strategiyalari, leksik kompetensiya, kontekstual o‘qitish, til pedagogikasi.

ПРОБЛЕМЫ И РЕШЕНИЯ ПРИ ОБУЧЕНИИ ЛЕКСИКЕ АНГЛИЙСКОГО ЯЗЫКА УЧАЩИХСЯ УРОВНЯ В2

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Аннотация. Обучение английской лексике учащихся уровня В2 связано с различными трудностями, такими как лексическая сложность, запоминание слов, использование в контексте и мотивация учащихся. В данном исследовании рассматриваются распространенные проблемы, с которыми сталкиваются студенты уровня upper-intermediate, а также определяются эффективные педагогические стратегии для развития словарного запаса. Данные были собраны с помощью наблюдений на уроках, интервью с преподавателями и опросов студентов. Результаты показывают, что основными препятствиями являются недостаточная работа с аутентичными материалами, ограниченное активное использование слов и трудности в понимании многозначных слов. Такие решения, как обучение в контексте, использование лексических блоков, цифровых инструментов и заданий на основе деятельности, значительно улучшают усвоение словарного запаса. В статье представлены практические рекомендации и эффективные подходы к обучению лексике учащихся уровня В2.

Ключевые слова: усвоение лексики, учащиеся уровня В2, методики обучения, лексическая компетенция, контекстное обучение, языковая педагогика.

Introduction. Vocabulary knowledge is a crucial component of communicative competence, especially for B2-level learners who are expected to understand and use a wide range of lexical items with accuracy and fluency. According to the Common European Framework of Reference (CEFR), B2 learners should be capable of understanding complex texts, interacting fluently with native speakers, and expressing ideas on various topics. However, despite their upper-intermediate level, many learners still struggle with lexical limitations, inaccurate word usage, and insufficient retention.

Teaching vocabulary at this level requires not only expanding word lists but also helping learners understand collocations, word families, register differences, and multiple meanings. Previous research highlights that vocabulary learning is a multifaceted process influenced by cognitive, linguistic, and motivational factors. Therefore, it is essential to examine the challenges and propose effective methods to enhance learners' lexical competence.

This study aims to:

1. identify the major difficulties B2 learners face in acquiring vocabulary;
2. analyze the underlying reasons for these challenges;
3. offer practical and research-based solutions for teachers.

Methods

Research Design. A qualitative-quantitative mixed-method approach was used. The study included classroom observations, student questionnaires, and interviews with English teachers working with B2 groups.

Participants



60 B2 learners aged 16–22 from three language centers in Uzbekistan.

8 English teachers with at least 5 years of experience teaching upper-intermediate classes.

Instruments

Student survey: 20 questions evaluating vocabulary learning habits, difficulties, and preferences.

Teacher interviews: semi-structured, focusing on common issues and successful strategies.

Classroom observation checklist: measuring vocabulary instruction techniques and student engagement.

Data Analysis. Survey data were analyzed statistically using percentage and frequency counts. Interview and observation data were coded and categorized into themes such as learning difficulty type, teaching method, and student engagement.

Results

Major challenges identified

The findings revealed four central challenges:

Limited active vocabulary use

Although students recognize many words passively, they hesitate to use them in speaking and writing.

72% of learners reported difficulty in activating learned words.

Difficulty understanding polysemy and collocations

Words with multiple meanings (e.g., *issue*, *charge*, *break*) caused confusion.

65% struggled with collocations such as “take responsibility” or “heavy rain.”

Retention problems

Learners tend to forget newly learned words within a week.

58% reported poor long-term memory for vocabulary items.

Insufficient contextual exposure

Traditional teaching in some classes relied on memorizing lists rather than using vocabulary in context.

70% of students preferred context-based lessons, but only 40% reported frequent exposure.

Teachers’ observations

Teachers noted the following:

Students depend too much on translation instead of guessing from context.

Learners rarely review vocabulary outside class.

Motivation drops when vocabulary tasks are repetitive or textbook-based.

Discussion

Interpretation of findings. The study highlights that B2 learners require more than simple word memorization; they need meaningful engagement with vocabulary. Limited active usage suggests that classroom activities should encourage more production, not only recognition. The difficulty with polysemy aligns with research stating that upper levels demand deeper lexical understanding.

Retention problems indicate the need for spaced repetition and interactive review methods. The lack of contextual exposure supports the idea that vocabulary is best acquired through meaningful input, such as authentic texts, videos, and real-life situations.

Effective solutions. Based on the findings, several practical solutions can enhance vocabulary instruction:

Contextualized teaching

Using:

authentic materials (articles, podcasts, interviews),

real-life scenarios,

helps learners understand how words function in natural communication.

Teaching lexical chunks

Instead of teaching isolated words, teachers should present:

collocations (“make a decision”),

phrasal verbs (“carry out”),

idiomatic expressions (“on the other hand”).

This improves fluency and automaticity.

Spaced repetition and digital tools

Tools such as Quizlet, Anki, and Memories help improve long-term retention through repeated intervals.

Task-based learning

Activities such as debates, problem-solving, storytelling, and projects provide natural opportunities to use vocabulary actively.



Vocabulary notebooks and self-learning strategies
Encouraging learners to keep detailed vocabulary notebooks with:
example sentences,
synonyms and antonyms,
collocations,
improves metacognitive awareness.

Formative assessment. Short quizzes, vocabulary journals, peer feedback, and self-assessment help monitor progress and maintain motivation.

Conclusion. Vocabulary learning at the B2 level is a complex process that requires understanding word meaning, usage, and contextual appropriateness. This study shows that the main challenges include limited active vocabulary, difficulties with collocations and polysemy, retention issues, and insufficient exposure to authentic language. However, effective strategies such as contextualized teaching, lexical chunks, digital tools, task-based learning, and formative assessment can significantly improve learners’ vocabulary competence.

Teachers should combine traditional and innovative methods to provide a rich lexical environment. Supporting learners with ongoing review and meaningful practice can help them overcome challenges and reach a higher level of communicative competence.

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SEFALOSPORINLAR: SEFEPIMNING TIBBIYOTDA QO’LLANILISHI, AFZALLIKLARI HAMDA KAMCHILIKLARI

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