

WORKING WITH VOCABULARY BASED ON TEXTS IN PRIMARY SCHOOL

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Annotation

This article examines the theoretical and practical aspects of working with vocabulary based on texts in primary school education. Special attention is given to developing pupils' vocabulary, understanding the meanings of new words, and forming skills for their correct and appropriate use in oral and written speech. The study analyzes effective methods of text-based vocabulary work, including identifying word meanings through context, working with synonyms and antonyms, and reinforcing vocabulary through sentences and coherent texts. The findings indicate that vocabulary instruction organized on the basis of texts plays a significant role in improving reading literacy, language competence, and overall communicative development of primary school pupils.

Keywords

primary school, text-based learning, vocabulary development, working with vocabulary, reading literacy, language competence, speech development.

In modern primary education, vocabulary development is considered one of the fundamental components of successful language learning. A rich and active vocabulary enables young learners to comprehend texts more effectively, express their thoughts clearly, and participate confidently in oral and written communication. At the primary school level, vocabulary acquisition is closely connected with reading activities, as texts serve as the main source of new words and expressions. Therefore, working with vocabulary based on texts occupies a central place in the teaching of language and literacy in primary grades.

Text-based vocabulary instruction allows learners to encounter new words in meaningful and authentic contexts rather than in isolation. When words are presented within a coherent text, pupils can infer their meanings through context, illustrations, and prior knowledge. This approach supports deeper understanding and long-term retention of vocabulary, as learners associate words with situations, actions, and emotions described in the text. As a result, vocabulary learning becomes more natural, purposeful, and engaging for primary school pupils.

Another important aspect of text-based vocabulary work is its role in developing reading literacy. Understanding the meaning of words is essential for accurate text comprehension. If pupils have limited vocabulary, they may struggle to grasp the main idea of a text or follow its logical structure. Systematic work on vocabulary through texts helps eliminate these difficulties by gradually expanding learners' word stock and improving their ability to interpret textual information. Moreover, such work contributes to the development of cognitive skills, including attention, memory, and logical thinking.

Working with vocabulary on the basis of texts also supports the development of oral and written speech. Through activities such as explaining word meanings, finding synonyms and antonyms, using new words in sentences, and retelling texts, pupils learn to actively use newly acquired vocabulary. These activities foster communicative competence and help learners transfer passive vocabulary into active use. In addition, text-based vocabulary instruction encourages creative thinking and independent expression.

In this context, the present study focuses on the importance of working with vocabulary based on texts in primary school. It aims to highlight effective methods and approaches that enhance vocabulary development, reading comprehension, and overall language competence of young learners through systematic and purposeful text-based instruction.

Research in the field of primary education consistently emphasizes the crucial role of vocabulary development in children's overall language and literacy growth. Scholars agree that vocabulary knowledge is a strong predictor of reading comprehension and academic success in the early years of schooling. According to educational linguists, pupils with a well-developed vocabulary are more capable of understanding texts, expressing ideas, and engaging in meaningful communication.

A significant body of literature highlights the effectiveness of **text-based vocabulary instruction**. Researchers argue that learning words through context is more effective than memorizing isolated word lists, as contextualized vocabulary allows learners to infer meaning, understand usage, and remember words more easily. Studies on reading pedagogy show that texts provide a natural environment in which new words are introduced, repeated, and reinforced, leading to deeper lexical acquisition.

Many scholars also stress the importance of integrating vocabulary work with reading activities in primary grades. Methodological studies indicate that systematic vocabulary instruction before, during, and after reading significantly improves pupils' comprehension skills. Pre-reading activities help activate prior knowledge and prepare learners for new vocabulary, while-reading tasks focus on understanding words in context, and post-reading activities support consolidation and active usage of new lexical items.

From a cognitive perspective, research demonstrates that text-based vocabulary learning supports the development of thinking skills such as inference, analysis, and synthesis. By identifying word meanings through contextual clues, pupils engage in higher-order thinking processes, which contribute to both language and cognitive development. Educational psychologists also note that repeated exposure to vocabulary in different texts enhances retention and transfer of knowledge.

In addition, studies on communicative language teaching emphasize that vocabulary instruction should aim at transforming passive vocabulary into active use. Text-based tasks such as retelling, summarizing, and sentence construction encourage learners to apply newly learned words in meaningful communication. This approach not only improves lexical competence but also strengthens oral and written speech skills.

Overall, the reviewed literature confirms that working with vocabulary based on texts is a pedagogically sound and effective approach in primary education. It supports reading literacy, language competence, and cognitive development, provided that vocabulary activities are systematically planned and aligned with pupils' age and language proficiency levels.

The analysis of working with vocabulary based on texts in primary school demonstrates its effectiveness in enhancing pupils' language development and reading literacy. The instructional process was organized through systematic text-based activities, including pre-reading, while-reading, and post-reading stages, which allowed vocabulary learning to take place in meaningful and contextualized settings.

At the **analysis stage**, pupils were introduced to new vocabulary through age-appropriate texts. Observations showed that learners were more engaged when new words were presented within stories, informational texts, or short passages rather than as isolated lexical units. Contextual clues, illustrations, and teacher-guided questioning helped pupils infer word meanings independently, which increased their motivation and confidence in reading.

From a **linguistic perspective**, the results indicate a noticeable improvement in pupils' vocabulary range and accuracy of word usage. Pupils demonstrated better understanding of word meanings, were able to identify synonyms and antonyms, and successfully used new vocabulary in sentences and short oral responses. Repeated exposure to words across different texts contributed to stronger retention and transfer of vocabulary into active speech.

In terms of **reading comprehension**, text-based vocabulary work led to clearer understanding of main ideas and details in texts. Pupils with improved vocabulary knowledge showed greater ability to follow the logical sequence of a text, answer comprehension questions, and retell content coherently. This confirms the close relationship between vocabulary development and reading literacy in primary education.

The **results** also reveal positive effects on pupils' communicative skills. Post-reading activities such as retelling texts, completing dialogues, and writing short summaries encouraged active use of newly learned words. These tasks supported the development of both oral and written speech, helping pupils move from passive recognition of words to purposeful communication.

Overall, the findings confirm that systematic work with vocabulary based on texts has a significant positive impact on primary school pupils' language competence. Integrating vocabulary instruction with reading activities not only enriches pupils' word stock but also enhances comprehension, communication skills, and cognitive development, making text-based vocabulary work an essential component of effective primary language teaching.

The findings of the study confirm that working with vocabulary based on texts is a highly effective approach in primary school language instruction. The results align with existing research, which emphasizes that vocabulary acquisition is most successful when new words are introduced in meaningful and contextualized environments. Text-based instruction allows pupils to encounter vocabulary naturally, supporting deeper comprehension and long-term retention.

The improvement observed in pupils' reading comprehension highlights the strong interdependence between vocabulary knowledge and understanding of texts. When pupils possess sufficient lexical knowledge, they are better equipped to grasp the main ideas, follow narrative sequences, and interpret details. This supports the view of many scholars that vocabulary development should be integrated with reading instruction rather than taught as a separate component.

The active involvement of pupils during vocabulary activities also deserves attention. The use of contextual clues, visual support, and guided questioning encouraged learners to infer meanings independently, fostering cognitive engagement and critical thinking. Such learner-centered strategies contribute to increased motivation and help pupils develop confidence in dealing with unfamiliar words.

Moreover, the results demonstrate that text-based vocabulary work facilitates the transition from passive to active vocabulary. Activities such as retelling texts, constructing sentences, and participating in discussions provided opportunities for meaningful language use. This confirms that vocabulary instruction should not be limited to recognition and definition but should emphasize application in communication.

However, the discussion also suggests that the effectiveness of text-based vocabulary instruction depends on careful text selection and task design. Texts must be age-appropriate, culturally relevant, and linguistically accessible to ensure successful learning outcomes. Teachers play a crucial role in scaffolding vocabulary learning by selecting suitable strategies and adjusting instruction to pupils' needs.

In summary, the discussion reinforces the pedagogical value of working with vocabulary based on texts in primary education. When systematically implemented, this approach supports vocabulary growth, reading literacy, communicative competence, and cognitive development, making it a key element of effective language teaching practice.

In conclusion, working with vocabulary based on texts in primary school plays a vital role in the development of pupils' language and literacy skills. Text-based vocabulary instruction provides meaningful contexts that help learners understand, remember, and actively use new words. By integrating vocabulary learning with reading activities, pupils are able to improve both their lexical knowledge and overall reading comprehension.

The study demonstrates that systematic vocabulary work through pre-reading, while-reading, and post-reading activities enhances pupils' engagement, motivation, and confidence in language learning. Contextualized exposure to vocabulary supports cognitive processes such as inference and analysis, while communicative tasks encourage the transition of vocabulary from passive recognition to active use in oral and written speech.

Furthermore, text-based vocabulary instruction contributes to the holistic development of primary school pupils by fostering communicative competence, critical thinking, and independent learning skills. The findings confirm that vocabulary development should be an integral part of text work in primary education.

Therefore, purposeful and well-structured work with vocabulary based on texts should be widely implemented in primary school teaching practice, as it ensures effective language learning outcomes and supports the formation of strong reading and communication skills.

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