

INGLIZ TILI DARSLARIDA O‘QISH KOMPETENSIYASINING ASOSIY TARKIBIY QISMLARI VA ULARNI O‘RGATISH UCHUN ZARUR BO‘LGAN KO‘NIKMALAR

Abdusattorova Maxarram Sharifjon qizi

muharramturgunova10@gmail.com

Annotation: *This article explores the importance of vocabulary development and reading fluency in English language learning. It highlights the different types of vocabulary knowledge—receptive, productive, academic, technical, and colloquial—and their role in language comprehension and use. The article also discusses effective strategies for vocabulary instruction, such as contextual guessing, word families, semantic webs, and the use of digital tools like Quizlet and Kahoot! Additionally, it emphasizes the role of reading fluency as a bridge between decoding and comprehension, supporting both cognitive processing and student motivation. The article suggests using formative and summative assessments to monitor vocabulary growth.*

Keywords: *vocabulary development, reading fluency, receptive and productive vocabulary, academic vocabulary, contextual learning, semantic webs, digital tools, vocabulary assessment, language comprehension*

Annotatsiya: *Ushbu maqolada ingliz tilini o‘rganishda lug‘at boyligini rivojlantirish va o‘qish ravonligining ahamiyati yoritilgan. Unda leksik bilimning turlari – reseptiv, produktiv, akademik, texnik va so‘zlashuvga oid lug‘at – hamda ularning tildagi tushunish va foydalanishdagi roli ko‘rib chiqiladi. Shuningdek, maqolada kontekst asosida so‘z ma‘nosini aniqlash, so‘z oilalari, semantik to‘rlar, shuningdek Quizlet va Kahoot! kabi raqamli vositalardan foydalanish orqali samarali lug‘at o‘rgatish usullari tahlil qilinadi. O‘qish ravonligi tovush asosida o‘qish bilan tushunish o‘rtasidagi ko‘prik sifatida namoyon bo‘lib, o‘quvchilarning kognitiv faolligini va motivatsiyasini qo‘llab-quvvatlashiga e‘tibor qaratilgan. Shuningdek, lug‘at boyligini baholash uchun shakllantiruvchi va yakuniy baholash usullaridan foydalanish taklif etiladi.*

Kalit so‘zlar: *lug‘at boyligi, o‘qish ravonligi, reseptiv va produktiv lug‘at, akademik lug‘at, kontekst asosida o‘rganish, semantik to‘rlar, raqamli vositalar, lug‘atni baholash, tushunish ko‘nikmalari*

INTRODUCTION

Reading competence in English lessons requires the integration of several key components. In English classes, reading skills demand the combination of vocabulary knowledge, grammatical understanding, reading strategies, and background knowledge to support comprehension. Each component helps students to understand, analyze, and use English texts effectively (see Table 1.1). We will examine each main component of reading competence in English classes in detail, exploring their essence and importance. Moreover, we will also thoroughly discuss the optimal ways of explaining these components to students.

Decoding is the process of translating written symbols (graphemes) into their spoken sounds (phonemes). Decoding and word recognition are fundamental processes in learning to read, as they allow students to identify words quickly and accurately, which is essential for reading comprehension. This is the very first and most crucial stage of reading.

Word recognition is the ability to identify written words accurately and automatically, without having to sound them out each time. In English, this process includes the following: Phonetic rules (for example, the letter "c" is pronounced /k/ in "cat" and /s/ in "city"), Spelling patterns (such as common suffixes like "-tion" or "-ing"), Sight words (e.g., "the," "said," "through"—words that do not always follow phonetic rules and must be memorized).

Students who lack decoding skills read slowly and laboriously, word by word. This makes it difficult for them to grasp the overall meaning of the text and hinders reading fluency. Challenges encountered at early stages often lead to reduced motivation and disengagement from reading. Decoding serves as the foundation for higher-level reading skills (such as drawing inferences, analysis, and summarizing). Students who do not master decoding by the middle stage of learning often fall seriously behind in understanding academic texts.

Table 1.1: The Main Components of Reading Competence in English Lessons

Component	Purpose	Key Skills
Decoding	Recognizing and pronouncing words correctly	Teaching phonics, model reading, working with high-frequency words
Lexical knowledge	Understanding word meanings in context	Inferring meaning from context, visuals, processing, explicit instruction
Reading fluency	Reading smoothly and expressively	Oral reading methods, leveled texts, monitoring fluency
Comprehension	Understanding and interpreting content	Teaching strategies, questioning, providing support methods
Knowledge of text structure	Understanding and navigating different text types	Genre features, mapping, writing annotations
Critical reading	Analyzing,	Discussions, author's purpose, asking

	evaluating, deeper interpretation	critical questions
Cultural understanding	Identifying implicit cultural knowledge	Pre-reading discussions, idioms, selecting inclusive texts

To develop decoding and word recognition skills among students, teachers should be equipped with the following didactic tools:

- **Modeling decoding through “Think-Aloud”.** While reading aloud, the teacher verbalizes their thought process. This helps students learn how to analyze complex or unfamiliar words by hearing how an experienced reader approaches them.
- **Teaching decoding aloud.** Teachers should demonstrate how to approach unfamiliar words by reading them out loud using phonetic rules or word parts, helping students apply these strategies independently.
- **Using high-frequency word lists.** Certain words in English appear very frequently, so they need to be memorized as whole units to improve fluency and comprehension.
- **Using decodable texts.** Especially for beginners, decodable readers (books with controlled vocabulary and consistent phonetic patterns) help build confidence and reinforce decoding skills.
- **Monitoring progress and applying individual approaches.** Teachers should regularly assess decoding ability using reading fluency checklists or word recognition tests to tailor instruction to individual needs.

Decoding and word recognition are gateways to advanced reading and language acquisition skills. This process may be particularly challenging for learners, especially due to the differences between the English writing system and the structure of their native language.

Lexical Knowledge. Lexical knowledge refers to a learner’s ability to recognize, understand, and correctly use words in a language. It includes both vocabulary breadth (the number of words known) and depth (how well those words are understood and used). Lexical knowledge plays a critical role in understanding written texts in a second language. Without grasping the core concepts that define the essence of vocabulary, it is difficult to fully acquire this knowledge.

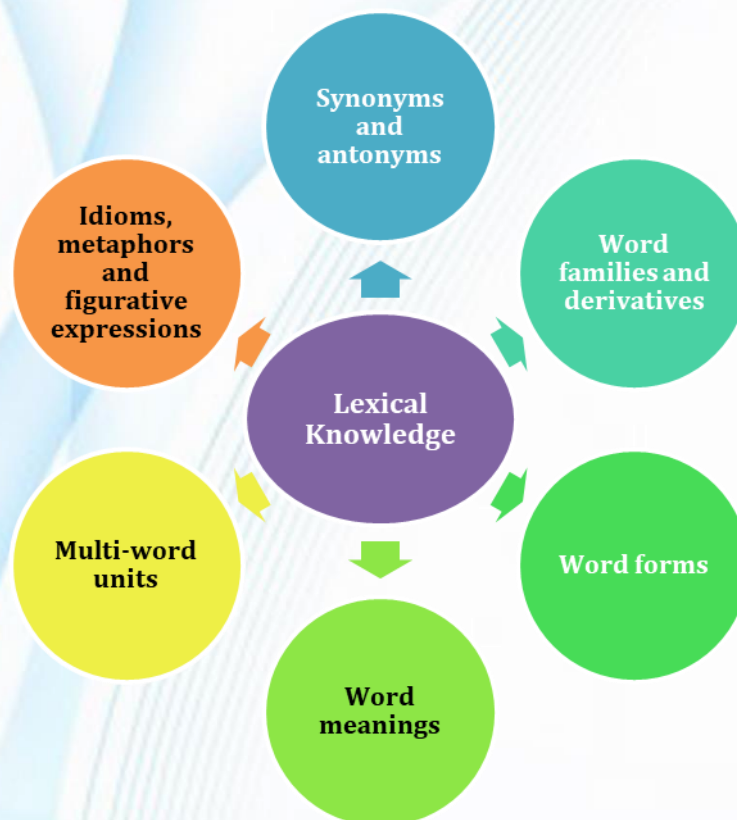


Figure 1.3. The Main Components of Lexical Knowledge

A student with a strong vocabulary understands texts better, can guess the meaning of new words from context, and can express their thoughts with clarity and precision. Lexical knowledge is one of the most important factors that predetermine a student's reading comprehension. If a student does not understand the meaning of the key words in a sentence, they cannot grasp the overall meaning. Vocabulary is also the foundation of speaking, listening, and writing skills. Moreover, students with a rich vocabulary tend to read more fluently and confidently.

It is also worth noting that many academic and cultural concepts in English are expressed in idiomatic or figurative language. Students usually begin with simple, everyday vocabulary, but over time, their vocabulary should expand to include academic vocabulary and subject-specific terminology. Vocabulary knowledge is divided into several types, all of which contribute to developing reading skills. Vocabulary knowledge is often categorized into Receptive and Productive knowledge, both of which play a crucial role in reading comprehension and overall literacy. Additional types include:

- + **Receptive Vocabulary** – Words a student can recognize and understand when reading or listening.
- + **Productive Vocabulary** – Words a student can use when writing or speaking.
- + **Academic Vocabulary** – Words frequently used across different academic subjects (e.g., define, compare).
- + **Technical Vocabulary** – Terms specific to particular fields (e.g., photosynthesis, migration).
- + **Colloquial Vocabulary** – Informal or idiomatic language units (e.g., hang out – to spend time, crash – to stay without a planned accommodation).

To teach vocabulary effectively, teachers must understand and apply various teaching strategies, such as: 1) *Teaching students to infer meaning from context* – Training students to guess the meaning of a word based on surrounding words, sentence structure, or the topic. This builds independent learning skills and supports comprehension without relying on translation. 2) *Differentiating academic and everyday vocabulary* – Helping students recognize the difference between conversational English and the formal English used in textbooks or exams. This is important because many students can manage everyday conversations but struggle with academic texts. 3) *Using visual and semantic support* – Using pictures, diagrams, mind maps, real objects, and semantic webs to connect words with meaning and context. This approach is especially helpful for visual learners and beginner students who benefit from non-verbal cues. 4) *Teaching vocabulary in stages and through repetition* – Introducing vocabulary in small steps and revisiting it in various contexts. For a word to become part of the active vocabulary, it needs to be encountered and used multiple times. 5) *Teaching word formation and word families* – Explaining how prefixes, suffixes, and roots work. This helps students break down and understand unfamiliar words more easily. Teachers should use both formative and summative assessment methods to monitor vocabulary development (see Figure 1.4). In modern classrooms, digital tools like “Quizlet” (for flashcards and games) and “Kahoot!” (for interactive vocabulary review through quizzes) can also be used.

Reading Fluency. Reading fluency is the ability to read a text smoothly, accurately, at an appropriate speed, and with proper intonation (prosody). Fluency is a key component of reading skills because it facilitates automatic word processing, which in turn supports higher-level comprehension and critical thinking.

A fluent reader can divide sentences into meaningful phrases and pronounce them while considering tone and punctuation. This makes reading more natural and helps improve understanding.

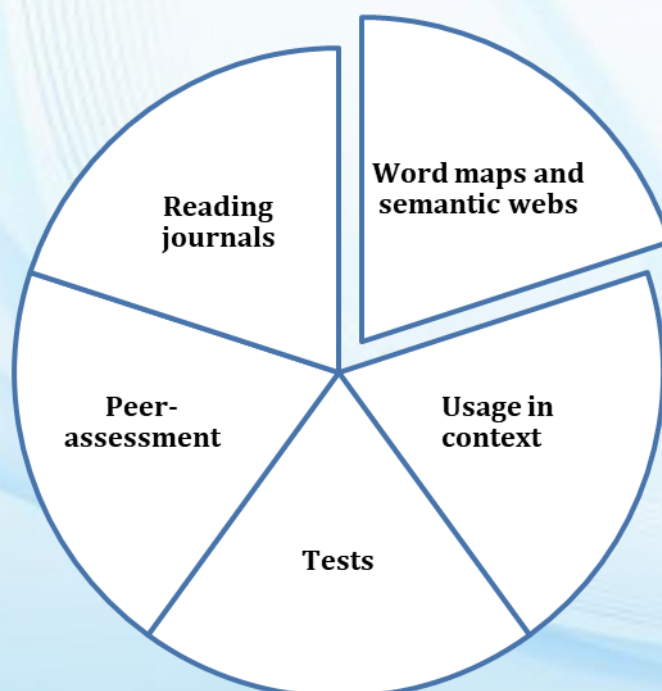


Figure 1.4. Formative and Summative Assessment Methods for Developing Vocabulary

Reading fluency acts as a bridge between decoding (sounding out words) and comprehension for students. Many students are able to sound out words, but due to slow or hesitant reading, they struggle to understand the text. Therefore, fluency is not only a performance skill but also a tool that supports cognitive engagement. In English language lessons, we can observe that reading fluency enhances understanding of its importance, reduces cognitive load, supports the development of spoken language, and increases motivation for students.

Conclusion

Developing a rich vocabulary is essential for students’ overall language proficiency, particularly in reading comprehension, speaking, writing, and listening. Vocabulary knowledge, in both its receptive and productive forms, enables learners to understand texts deeply, communicate precisely, and engage confidently with academic and real-world content. Effective vocabulary instruction involves more than memorizing definitions—it requires contextual understanding, visual support, repeated exposure, and word formation strategies. Tools like word maps, semantic webs, and digital platforms such as Quizlet and Kahoot! enhance engagement and retention. Reading fluency serves as a critical link between word recognition and comprehension. By fostering fluency, educators not only improve reading performance but also reduce cognitive load and boost learners’ confidence and motivation.

To ensure continuous progress, teachers should apply both formative and summative assessment strategies, track vocabulary growth, and support learners with targeted, meaningful practice. Ultimately, a strong vocabulary foundation empowers students to become more fluent, independent, and successful language users.

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