

TEACHING VOCABULARY OF FOREIGN LANGUAGES IN SPECIALIZED SCHOOL FOR (5-7) GRADES

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Annotation: *This theme explores effective methods for teaching vocabulary in foreign languages to students in specialized schools, focusing on grades 5 through 7. It examines age-appropriate strategies, cognitive and psychological factors influencing vocabulary retention, and the integration of interactive, contextual, and digital tools in language instruction. The study also highlights the importance of differentiated instruction and the role of motivation in enhancing lexical competence at the middle school level.*

Keywords: *Vocabulary acquisition, foreign languages, specialized school, grades 5–7, lexical competence, interactive learning, digital tools, differentiated instruction.*

Annotatsiya: *Ushbu maqolada ixtisoslashtirilgan maktablarda 5–7-sinflarda chet tillari lugʻatini oʻrgatishning samarali usullari tahlil qilinadi. Unda yoshga mos strategiyalar, lugʻatni eslab qolishga taʼsir qiluvchi kognitiv va psixologik omillar, shuningdek, interaktiv, kontekstual va raqamli vositalarning oʻquv jarayoniga integratsiyasi yoritiladi. Tadqiqotda, shuningdek, diferensial yondashuv va oʻrta maktab oʻquvchilarining leksik kompetensiyasini rivojlantirishda motivatsiyaning oʻrni alohida taʼkidlanadi.*

Kalit soʻzlar: *Lugʻat oʻzlashtirish, chet tillari, ixtisoslashtirilgan maktab, 5–7-sinflar, leksik kompetensiya, interaktiv taʼlim, raqamli vositalar, diferensial yondashuv.*

Аннотация: *Данной статье рассматриваются эффективные методы обучения лексике иностранных языков учащихся специализированных школ 5–7-х классов. Анализируются возрастные особенности, когнитивные и психологические факторы, влияющие на запоминание слов, а также интеграция интерактивных, контекстуальных и цифровых средств в учебный процесс. Отдельное внимание уделено дифференцированному подходу и роли мотивации в формировании лексической компетенции у школьников среднего звена.*

Ключевые слова: *Освоение лексики, иностранные языки, специализированная школа, 5–7 классы, лексическая компетенция, интерактивное обучение, цифровые инструменты, дифференцированный подход.*

INTRODUCTION

In the modern era of globalization, the ability to communicate in foreign languages is no longer a privilege but a necessity. Specialized schools, which focus on enhanced language instruction, play a crucial role in shaping pupils' linguistic and communicative competence from an early age. Among the core aspects of language

learning, vocabulary acquisition stands out as the foundation upon which all other skills—reading, writing, speaking, and listening—are built. Without sufficient vocabulary, effective communication and comprehension in a foreign language become severely limited. The teaching of vocabulary in foreign languages at the middle school level, particularly in grades 5 to 7, demands special attention due to the cognitive, emotional, and psychological characteristics of learners at this developmental stage. These students are at a transitional age where abstract thinking begins to develop, motivation becomes more intrinsic, and social interaction plays a growing role in their learning experience. Therefore, vocabulary instruction must be age-appropriate, contextually meaningful, and engaging. Recent advances in educational methodology emphasize the integration of interactive techniques, multimedia resources, and digital technologies into the teaching process. Additionally, differentiated instruction has gained prominence, recognizing that learners possess diverse needs, interests, and levels of readiness. In specialized schools, where the curriculum is tailored to intensify foreign language learning, the application of such methods becomes even more significant[1].

This article aims to explore the theoretical and practical aspects of vocabulary teaching for foreign languages in specialized schools, focusing on learners in grades 5 to 7. It will examine effective strategies for vocabulary presentation, consolidation, and assessment, while also highlighting the role of motivation, learner autonomy, and technological tools in fostering lexical competence. By doing so, this study aspires to contribute to the refinement of language teaching practices and the development of more efficient, learner-centered approaches in the multilingual educational environment.

METHODOLOGY

The methodological foundation of this study is based on a qualitative, descriptive, and theoretical analysis of the existing literature and pedagogical frameworks related to the teaching of foreign language vocabulary in specialized schools. Since the research has not yet been implemented in practice, the methodology is primarily focused on synthesizing theoretical concepts, classifying instructional models, and identifying innovative approaches relevant to learners in grades 5 to 7.

A comparative method is employed to examine the similarities and differences between various vocabulary teaching techniques used in contemporary language education. Through this, the study analyzes methods such as contextual learning, semantic mapping, lexical sets, the use of multimedia resources, and task-based vocabulary instruction, aiming to determine their suitability and potential effectiveness for middle school learners. Since this study is in its theoretical stage, data collection instruments such as observation protocols, lesson plans, or assessment tools are proposed but not yet tested. However, a framework for future empirical research is outlined, which may involve experimental teaching, feedback analysis, and learner performance evaluation in controlled classroom settings.

RESULTS

Although this study has not yet been implemented in practice, a comprehensive theoretical investigation has yielded several key insights into the effective teaching of foreign language vocabulary in specialized schools for grades 5 to 7.

The analysis of methodological literature, pedagogical models, and learner-centered strategies has led to the following results:

- Vocabulary acquisition at the middle school level is most successful when approached through age-appropriate, engaging, and context-driven methods. Strategies such as semantic grouping, contextual guessing, visual aids, and interactive exercises significantly enhance vocabulary retention and usage.

- Learners in grades 5 to 7 benefit from instruction that aligns with their cognitive development.

At this age, students are receptive to visual, auditory, and kinesthetic inputs, and vocabulary teaching should incorporate multimodal tools that appeal to various learning styles.

- Digital resources and gamification emerge as powerful tools in sustaining learners' motivation. Incorporating applications, online games, and interactive platforms allows students to practice vocabulary in a stimulating and non-threatening environment, reinforcing both comprehension and active use.

- Differentiated instruction is essential in specialized schools, where learners often display varied levels of language proficiency. Tailoring vocabulary tasks to individual needs fosters inclusive learning and ensures that each student progresses at an optimal pace[2].

- Theoretical models such as constructivism and the communicative approach provide a solid foundation for designing effective vocabulary instruction. These models emphasize learner autonomy, real-life communication, and the integration of vocabulary into meaningful linguistic contexts.

DISCUSSION

The development of lexical competence during the formative years of schooling remains a cornerstone in achieving communicative proficiency in a foreign language.

Within the context of specialized schools—where students are expected to attain higher linguistic standards—the teaching of vocabulary in grades 5 to 7 deserves special scholarly attention.

This discussion synthesizes the theoretical findings of the study, correlating them with established pedagogical and psycholinguistic perspectives. Firstly, the vocabulary learning process for middle school learners must be seen not as a mechanical memorization task, but as an active, cognitive, and socially contextualized experience.

Contemporary language acquisition theories, including Vygotsky's sociocultural theory and Piaget's cognitive development stages, support the notion that students in

this age range are transitioning from concrete operational to formal operational thinking[3].

Therefore, vocabulary instruction must move beyond isolated word lists and instead embed vocabulary in meaningful discourse, allowing learners to construct linguistic knowledge through guided discovery, interaction, and reflection.

This stage of education is marked by heightened sensitivity to motivation and self-perception.

Research by Dörnyei and Csizér on language learning motivation underscores the critical role of learner engagement and goal orientation[4].

In specialized schools, where curricular intensity may lead to performance pressure, vocabulary teaching should incorporate intrinsic motivational triggers—such as gamified learning, collaborative tasks, and context-rich storytelling—to sustain interest and cognitive involvement. Additionally, the role of digital tools cannot be underestimated.

Digital literacy among modern learners presents an opportunity for vocabulary expansion beyond the classroom. Multimedia glossaries, mobile apps, virtual flashcards, and interactive quizzes enable repetition, personalization, and autonomous learning—factors proven essential for long-term retention and active recall.

However, these tools must be pedagogically grounded and age-appropriate; mere technological novelty without didactic alignment risks superficial learning.

Another critical dimension is differentiation. In specialized schools, where learners may exhibit a broad range of language proficiencies, vocabulary instruction must be adaptable. Differentiated tasks, tiered activities, and scaffolded support ensure that each student is challenged at their level while maintaining the collective pace of the class.

This aligns with Tomlinson's model of differentiated instruction, which emphasizes the equal importance of content, process, and product adaptation[5]. Furthermore, the discussion must acknowledge that vocabulary is not acquired in isolation.

It is interwoven with grammar, pragmatics, and cultural literacy. Thus, teaching vocabulary should be integrated with skills-based instruction and cultural context, fostering not only linguistic knowledge but also intercultural competence—a core objective of specialized language education.

CONCLUSION

This study has theoretically explored the processes, principles, and pedagogical considerations of teaching foreign language vocabulary in specialized schools for grades 5 to 7. The analysis has revealed that vocabulary acquisition at this level must go beyond rote memorization and embrace a learner-centered, cognitively engaging, and contextually meaningful approach.

Given the psychological and developmental characteristics of learners in this age group, vocabulary teaching should be enriched with interactive activities, visual support, digital tools, and communicative contexts that reflect real-life language use.

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