ТЕРМИЗ ДАВЛАТ УНИВЕРСИТЕТИ

PHILOLOGICAL RESEARCH: LANGUAGE, LITERATURE, EDUCATION

FILOLOGIK TADQIQOTLAR: TIL, ADABIYOT, TA’LIM

ФИЛОЛОГИЧЕСКИЕ ИССЛЕДОВАНИЯ: ЯЗЫК, ЛИТЕРАТУРА, ОБРАЗОВАНИЕ

Илмий-инновацион журнал

Jurnal OAK Rayosatining 2022-yil 30-sentabrdagi 325/6-son qarori bilan filologiya fanlari bo‘yicha doktorlik dissertatsiyalari asosiy ilmiy natijalarini chop etish tavsiya etilgan ilmiy nashrlar ro‘yxatiga kiritilgan

2021-yildan buyon nashr etiladi

2025/ № 2.1-2

Termiz – 2025

Muassis:
Termiz davlat universiteti

PHILOLOGICAL RESEARCH: LANGUAGE, LITERATURE, EDUCATION

FILOLOGIK TADQIQOTLAR: TIL, ADABIYOT, TA'LIM

ФИЛОЛОГИЧЕСКИЕ ИССЛЕДОВАНИЯ: ЯЗЫК, ЛИТЕРАТУРА, ОБРАЗОВАНИЕ

ILMIY-INNOVATSION JURNAL

O‘zbekiston Respublikasi Prezidenti Administratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan 2020 yil 19 oktyabrda 1122 raqami bilan ro‘yxatga olingan. Matnlarda foydalanilgan misol, ko‘chirma va ma’lumotlar aniqligi uchun mualliflar javobgardir. Jurnaldan ko‘chirib bosilganda manba qayd etilishi shart.

Bosishga ruxsat etildi: 28.05.2025
Qog‘oz bichimi: 70x85
Bosma tabog‘i: 5.94
Ofset bosma. Ofset qog‘ozi
Adadi: 100
Bahosi kelishilgan narxda
Buyurtma: 155-son

«TerDU bosmaxonasi»da chop etildi
Termiz shahri, Barkamol avlod ko‘chasi, 43-uy

Tahririyat manzili:
190111, Termiz shahri,
Barkamol avlod ko‘chasi, 43.
Telefon: +998762231649

E-mail:
philologicalresearch@umail.uz

Rasmiy sayt:
www.philologicalresearch.uz

BOSH MUHARRIR:
Abduqodir TOSHQULOV,
iqtisod fanlari doktori, professor

TAHRIR HAY’ATI:
Bekpo‘lat Umurqulov, filologiya fanlari doktori, professor (bosh muharrir o‘rinbosari)
Shoxista Maxmaraimova, filologiya fanlari doktori, professor (mas’ul muharrir)
O‘ral Xoliyorov, f.f.f.d. (PhD), dotsent (O‘zbekiston)
Olmos Ulviy Binnatova, f.f.d., professor (Ozarbayjon)
Karl Rayxl, f.f.d., professor (Germaniya)
Vali Savash yelok, f.f.d., professor (Turkiya)
Dorota Silviya, f.f.f.d. (PhD), dotsent (Polsha)
Muslihiddin Muhiddinov, f.f.d., professor (O‘zbekiston)
Ibodulla Mirzayev, f.f.d., professor (O‘zbekiston)
Abdi Mamatov f.f.d., professor (O‘zbekiston)
Suyun Karimov f.f.d., professor (O‘zbekiston)
Muhammadxon Hakimov, f.f.d., professor (O‘zbekiston)
Nafas Shodmonov f.f.d., professor (O‘zbekiston)
Dilmurod Quronov, f.f.d., professor (O‘zbekiston)
Murodqosim Abdiyev, f.f.d., professor (O‘zbekiston)
Baxtiyor Mengliyev, f.f.d., professor (O‘zbekiston)
Normat Yo‘ldoshev, f.f.n., dotsent (O‘zbekiston)
Abdulla Xudoyqulov, f.f.f.d. (PhD) (O‘zbekiston)
Bobonazar Murtazayev, f.f.n., dotsent (O‘zbekiston)
Asqar Eshmo‘minov, f.f.d., dotsent (O‘zbekiston)
Obidjon Shofiyev, f.f.f.d. (PhD), dotsent (O‘zbekiston)
Zafar Umurqulov, f.f.f.d., dotsent, (PhD) (O‘zbekiston)
Nurali Amonturdiyev, f.f.f.d. (PhD) (O‘zbekiston)
Hakim Ahmedov, f.f.f.d. (PhD) (O‘zbekiston)
Ahad Shukurov, f.f.f.d. (PhD) (O‘zbekiston)
Eshnazar Jabborov, f.f.f.d. (PhD) (O‘zbekiston)
Abdumurod Arslonov, f.f.f.d. (PhD) (O‘zbekiston)
Sirojiddin Turdimurodov, f.f.f.d. (PhD) (O‘zbekiston)
Umida Raximova, f.f.f.d. (PhD) (O‘zbekiston)
Gulchehra Begmatova, f.f.f.d. (PhD) (O‘zbekiston)
Nargis Qurbonazarova, f.f.f.d. (PhD) (O‘zbekiston)
Muyassar Xolova, f.f.f.d. (PhD) (O‘zbekiston)
Shoira Omonturdiyeva, f.f.f.d. (PhD) (O‘zbekiston)
Sherzod Turdiqulov, f.f.f.d. (PhD) (O‘zbekiston)
Zaynura Qodirova, f.f.f.d. (PhD) (O‘zbekiston)
Humayun Nadim Muhammad, f.f.f.d. (PhD) (O‘zbekiston)
Dilrabo Ergasheva, f.f.f.d. (PhD) (O‘zbekiston)

Texnik muharrir: Bahodir To‘raliyev

Учредитель:
Термезский государственный университет

PHILOLOGICAL RESEARCH: LANGUAGE, LITERATURE, EDUCATION

FILOLOGIK TADQIQOTLAR: TIL, ADABIYOT, TA'LIM
ФИЛОЛОГИЧЕСКИЕ ИССЛЕДОВАНИЯ: ЯЗЫК, ЛИТЕРАТУРА, ОБРАЗОВАНИЕ

НАУЧНО-ИННОВАЦИОННЫЙ ЖУРНАЛ

Зарегистрировано Агентством информации и массовых коммуникаций при Администрации Президента Республики Узбекистан от 19 октября 2020 года под номером 1122.

Авторы несут ответственность за точность приведенных в текстах примеров, отрывков и данных. Необходимо указывать источник при копировании из журнала.

Разрешено к печати: 28.05.2025
Размер бумаги; 70x85
Печатный лист: 5.94
Офсетная печать: Офсетная бумага
Тираж: 100. Цена договорная
Заказ: 155

Печатано в «Типографии ТерГУ»
ул. Баркамол авлод 43, г. Термез

Адрес редакции:
190111, г.Термез, ул. Баркамол авлод, 43.
Телефон: +998762231649

E-mail:
philologicalresearch@umail.uz

Официальный сайт:
www.philologicalresearch.uz

ГЛАВНЫЙ РЕДАКТОР:
Абдукадир ТАШКУЛОВ, доктор экономических наук, профессор

РЕДАКЦИОННАЯ КОЛЛЕГИЯ:

Бекпулат Умуркулов, доктор филологических наук, профессор (зам. главного редактора)
Шохиста Махмараимова, доктор филологических наук, профессор (ответственный редактор)
Урал Холияров, ф.ф.ф.д. (PhD), доцент (Узбекистан)
Олмос Улвий Биннатова, д.ф.н., профессор (Азербайджан)
Карл Райхл, д.ф.н., профессор (Германия)
Вали Саваш Елок, д.ф.н., профессор (Турция)
Дорота Сильвия, PhD, доцент (Польша)
Муслихиддин Мухиддинов, д.ф.н., профессор (Узбекистан)
Ибодулла Мирзаев, д.ф.н., профессор (Узбекистан)
Абди Маматов, д.ф.н., профессор (Узбекистан)
Суюн Каримов, д.ф.н., профессор (Узбекистан)
Мухаммадхон Хакимов, д.ф.н., профессор (Узбекистан)
Нафас Шодмонов, д.ф.н., профессор (Узбекистан)
Дилмурод Куронов, д.ф.н., профессор (Узбекистан)
Мурадкасим Абдиев, д.ф.н., профессор (Узбекистан)
Бахтиёр Менглиев, д.ф.н., профессор (Узбекистан)
Нормат Юлдашев, к.ф.н., доцент (Узбекистан)
Абдулла Худайкулов, д.ф.ф.н. (PhD) (Узбекистан)
Бобоназар Муртазаев, ф.ф.н., доцент (Узбекистан)
Аскар Эшмуминов, д.ф.н., доцент (Узбекистан)
Обиджон Шофиев, д.ф.ф.н. (PhD), доцент (Узбекистан)
Зафар Умуркулов, д.ф.ф.н. (PhD) (Узбекистан)
Нурали Амонтурдиев, д.ф.ф.н. (PhD) (Узбекистан)
Хаким Ахмедов, д.ф.ф.н. (PhD) (Узбекистан)
Ахад Шукуров, д.ф.ф.н. (PhD) (Узбекистан)
Эшназар Джаббаров, д.ф.ф.н. (PhD) (Узбекистан)
Абдумурод Арслонов, д.ф.ф.н. (PhD) (Узбекистан)
Сирожиддин Турдимуродов, д.ф.ф.н. (PhD) (Узбекистан)
Умида Рахимова, д.ф.ф.н. (PhD) (Узбекистан)
Гульчехра Бегматова, д.ф.ф.н. (PhD) (Узбекистан)
Наргис Курбаназарова, д.ф.ф.н. (PhD) (Узбекистан)
Муяссар Холова, д.ф.ф.н. (PhD) (Узбекистан)
Шаира Амонтурдиева, д.ф.ф.н. (PhD) (Узбекистан)
Шерзад Турдикулов, д.ф.ф.н. (PhD) (Узбекистан)
Зайнура Кадирова, д.ф.ф.н. (PhD) (Узбекистан)
Хумаюн Надим Мухаммад, д.ф.ф.н. (PhD) (Узбекистан)
Дильрабо Эргашева, д.ф.ф.н. (PhD) (Узбекистан)

Технический редактор: Баходир Туралиев

Institutor:
Termez State University

PHILOLOGICAL RESEARCH: LANGUAGE, LITERATURE, EDUCATION

FILOLOGIK TADQIQOTLAR: TIL, ADABIYOT, TA'LIM

ФИЛОЛОГИЧЕСКИЕ ИССЛЕДОВАНИЯ: ЯЗЫК, ЛИТЕРАТУРА, ОБРАЗОВАНИЕ

SCIENTIFIC-INNOVATIONAL JOURNAL

Registered by the Agency for Information and Mass Communications under the President's Administration of the of the Republic of Uzbekistan on October 19, 2020 under number 1122.

The authors are responsible for the accuracy of the examples, passages and data provided in the texts. The source must be specified when copying from the journal.

Approved for printing: 28.05.2025
Size of the paper: 70x85
Printed sheet: 5.94. Offset printing.
Offset paper. Circulation: 100
Price is negotiable
Order: 155. Printed at the «Printing House of the TerSU»
43, Barkamol avlod str. Termez city.

Address of Editorial Office:
190111, Barkamol avlod str., 43,
Termez city.
Phone: +998762231649

E-mail:
philologicalresearch@umail.uz

Official website:
www.philologicalresearch.uz

EDITOR IN-CHIEF:
Abdukodir TASHKULOV, doctor of economic sciences, professor

EDITORIAL BOARD:

Bekpulat Umurkulov, doctor of philological sciences, professor (Uzbekistan) (deputy chief editor)
Shohista Makhmaraimova, doctor of philological sciences, professor (Uzbekistan) (editor-in-chief)
Ural Kholiyorov, PhD, associate professor (Uzbekistan)
Olmos Ulviy Binnatova, doct.of philol. sciences, professor (Azerbaijan)
Karl Rayxl, doct.of philol. sciences, professor (Germany)
Vali Salvash Elok, doct. of philol. sciences, professor (Turkey)
Dorota Silvia, PhD, associate professor (Poland)
Muslihiddin Mukhiddinov, doct.of philol. sciences, professor (Uzbekistan)
Ibodulla Mirzaev, doct.of philol. sciences, professor (Uzbekistan)
Abdi Mmatov, doct.of philol. sciences, professor (Uzbekistan)
Suyun Karimov, doct.of philol. sciences, professor (Uzbekistan)
Muhammadkhon Khakimov, doct.of philol. sciences, professor (Uzbekistan)
Nafas Shodmonov, doct.of philol. sciences, professor (Uzbekistan)
Dilmurod Kuronov, doct. of philol. sciences, professor (Uzbekistan)
Muradkasim Abdiyev, doct. of philol. sciences, professor (Uzbekistan)
Bakhtiyor Mengliev, doct. of philol. sciences, professor (Uzbekistan)
Normat Yuldashev, cand.of philol. sciences, associate professor (Uzbekistan)
Abdulla Khudaykulov, PhD (Uzbekistan)
Bobonazar Murtazaev, cand.of philol. sciences, associate professor (Uzbekistan)
Askar Eshmuminov, doct.of philol. sciences, associate professor (Uzbekistan)
Obidjon Shofiev, PhD, associate professor (Uzbekistan)
Zafar Umurkulov, PhD (Uzbekistan)
Nurali Amonturdiev, PhD (Uzbekistan)
Hakim Akhmedov, PhD (Uzbekistan)
Ahad Shukurov, PhD (Uzbekistan)
Eshnazar Jabbarov, PhD (Uzbekistan)
Abdumurod Arslonov, PhD (Uzbekistan)
Sirojiddin Turdimurodov, PhD (Uzbekistan)
Umida Rakhimova, PhD (Uzbekistan)
Gulchekhra Begmatova, PhD (Uzbekistan)
Nargis Kurbanazarova, PhD (Uzbekistan)
Muyassar Kholova, PhD (Uzbekistan)
Shoira Omonturdiyeva, PhD (Uzbekistan)
Sherzod Turdikulov, PhD (Uzbekistan)
Zaynura Kadirova, PhD (Uzbekistan)
Humayun Nadim Muhammad, PhD (Uzbekistan)
Dilrabo Ergashova, PhD (Uzbekistan)

Technical editor: Bakhodir Turaliyev

МУНДАРИЖА

TILSHUNOSLIK

KURBANOVA MUHABBAT MATYAKUBOVNA,
SARBAROVA DILNOZA NOSIRJON QIZI
Deyksis va anafora tushunchalari: o‘xshash va farqliliklar 7

JUMANYAZOVA MUHABBAT XUSINOVNA
Xorazm vohasi folklori tilidagi muarrablar 10

KURBANAZAROVA NARGIS SHODIYEVNA
Qo‘ng‘irot etnonimining fonetik-fonologik
variantlarida semantik tafovut 13

BABAXANOVA DILAROM AXMATXANOVNA
O‘zbek adabiy tilida paremiyalarga xos xususiyatlar 18

O‘RAZOVA IQBOL ABDIKARIMOVNA
«Ko‘ngil» leksemasi va uning «tafakkur»
sememasidan shakllangan frazemalar tahlili 22

XOLOVA MUYASSAR ABDULHAKIMOVNA,
BOZOROVA ELINOR,
XOLIQULOVA ZARNIGOR
Alisher Navoiy korpusi tadqiqiga doir ayrim qaydlar 26

SAATOVA SURAYYO ISMAILOVNA
Individuallik – yozuvchi lisoniy shaxsini belgilashda muhim ko‘rsatkich
(J.Jovliyev asarlari misolida) 29

MUKUMOV MAKHMUD KHUDAYBERDIEVICH
Discourse and the formation of scientific meaning 32

IBODULLAYEVA KUNDUZ RUSTAM QIZI
Ilmiy diskursda janrlar masalasi va uning xususiyatlari 36

YADIGAROVA SITORA BAXRAMOVNA
Ingliz va o‘zbek tillaridagi kiyim va mato komponentli frazeologik
billiklarning konnotativ va denotativ ma’nolari 41

МИРЗАЕВА ШАХЛО РИЗАЕВНА,
РУЗИЕВА МУШТАРИ ХУСНИДДИН КИЗИ
Отличие синонимов от многозначных
слов в русском и узбкском языках 43

ХАЙДАРОВА ГУЛБАХОР ЮЛДАШЕВНА
Трансформация глагольной основы в прилагательное
с помощью суффиксов 47

ВАПАЕВА АНАХОН НАСУРИЛЛАЕВНА
Компонентный анализ активно употребляемых
единиц современной русской и узбекской лексики 51

ЙУЛДОШЕВА САОДАТЖОН ШУХРАТ КИЗИ
Формы обращения и речевого этикета в русскоязычных
и узбекоязычных онлайн-коммуникациях 55

МУНДАРИЖА

SOBIROVA GULSHANA FAXRIDDINOVNA
O‘zbek tili haqoratli so‘zlar izohli lug‘atini tuzish tamoyillari 61

YULBARSOV OCHILBEK OBIDJON O‘G‘LI
Neologizmlarning korpus tahlili yordamida tadqiq etilishi va
ularning konkordanslari asosida ma’lumotlar
bazasini shakllantirish tamoyillari 66

OQILA ABDULLAYEVA XOLMO‘MINOVNA
Turkiy tilshunoslikda dependency parsingga oid tadqiqotlar 72

HILOLAXON SHUHRATXON QIZI PO‘LATXONOVA
Neurolinguistic analysis of public speeches
on persuasive strategies in political rhetoric..... 78

TO‘YCHIYEVA ZULAYXO HAMROQO‘LOVNA
O‘zbek antroponimikasida ism tanlash masalalari..... 81

ADABIYOTSHUNOSLIK

УМУРЗОҚОВ БАҲРИДДИН САФАРОВИЧ
Алий Сафий Ҳиравий қаламига мансуб янги топилмалар 84

XALILOVA SHOHISTA MUHAMMADI QIZI
Rey Bredberining asarlari va o‘zbek adabiyotida
anti-utopik mavzularning qiyosiy tahlili 89

ABDIVALIYEV OBITJON ODILJONOVICH
Abdulla Qahhorning «Boshsiz odam»
hikoyasida huquqsiz ayol timsoli 92

QARAQULOV AZIZBEK
Inson va tabiat muammosining o‘rganilishi..... 94

TA’LIM

SHAMSIDDINOVA DILAFUZ FAXRIDDINOVA
The efficacy of contextual learning through extensive reading
and listening in enhancing esl speaking vocabulary 99

Filologik tadqiqotlar: til, adabiyot, та'lim. 2025; 3-4
ISNN: 2181-1741 (Print)
ISNN: 2181-1725

THE EFFICACY OF CONTEXTUAL LEARNING THROUGH EXTENSIVE READING AND LISTENING IN ENHANCING ESL SPEAKING VOCABULARY

Shamsiddinova Dilafuz Faxriddinova,
teacher at the department of practical aspects of the English language,
the faculty of English philology,
Uzbekistan state world language university

A strong vocabulary is essential for successful communication for students learning English as a second language (ESL). The shift to an «active» or «productive» vocabulary, words that they can easily utilize in speaking, remains a chronic difficulty, even when students may amass a sizable «passive» vocabulary, words they identify in reading or listening. The rote memorization of dictionary definitions or word lists is a common focus of many traditional vocabulary-building strategies, which frequently fall short in providing students with the contextual knowledge required for acceptable and fluid spoken production[1]. This gap might result from hesitancy, poor word choice, and an overall lack of confidence in spoken conversations.

Folse's research on second language acquisition (SLA) emphasizes grammar, contrastive analysis, comprehensible input, learner strategies, and motivation, while ignoring vocabulary learning. He challenges the notion that vocabulary will naturally come or be acquired «incidentally» and emphasizes the importance of explicit vocabulary teaching in ESL programs. Folse's review of research will appeal to teachers and students[2].

According to this article, contextual learning, which is mostly achieved through prolonged reading and listening, offers a very efficient and realistic technique to close the vocabulary gap between passive recognition and active speaking. Students who regularly interact with real-world language resources come across fresh vocabulary woven into complex, significant contexts. In addition to helping with meaning inference, this exposure emphasizes collocations, idiomatic expressions, and the subtle use of words, all of which are essential for fluent and genuine spoken English. This article's goal is to outline the methods and advantages of using extensive reading and listening as the main means of improving ESL speaking vocabulary, which will increase fluency and communicative ability.

The contextual learning approach to improving ESL speaking vocabulary is based on second language acquisition principles, emphasizing meaningful input. It involves encountering new words multiple times in diverse contexts, aligning with theories like Krashen's Input Hypothesis and Schmitt's call for rich contextualization. Access to a range of authentic and semi-authentic resources appropriate for prolonged interaction is necessary for the implementation of contextual learning:

Graded readers: ESL students can choose from various books with controlled vocabulary and grammar. Authentic texts include blog entries, short stories, non-fiction articles, news articles (from publications like Breaking News English [3]and The Guardian[4]), and even condensed versions of famous books. The most important thing is that the student finds the subject truly interesting. Websites that provide language learners with articles, discussion boards, or short stories.

Podcasts: authentic podcasts on personal interest (e.g., news, hobbies) and ESL-focused podcasts (e.g., BBC Learning English - 6 Minute English[5]).

Teachers should teach learners to read and listen to a large volume of material at a comfortable level (i+1, slightly above their current comprehension) rather than intensively analyzing every word. Learners should only consult a dictionary after attempting to infer meaning and only if the word is crucial for understanding the main idea.

[1] Nation, P. (2001). Learning Vocabulary in Another Language. Cambridge: Cambridge University Press. http://dx.doi.org/10.1017/CBO9781139524759

[2] Folse, K. S. (2017). Vocabulary myths: Applying second language research to classroom teaching. Ann Arbor: University of Michigan Press.

[3] https://breakingnewsenglish.com

[4] https://www.theguardian.com/international

[5] https://www.bbc.co.uk/learningenglish/english/features/6-minute-english

When encountering a new word, learners should record it in their vocabulary notebook or digital flashcard system (e.g., Quizlet[1], Kahoot![2], JeopardyLabs[3]) along with the original sentence from the text or audio, a personal example sentence, common collocations or phrases, and pronunciation notes. Vocabulary games such as Kahoot! and JeopardyLabs bring real-world context into the classroom, assisting students in using English in a flexible, conversational way. The findings of a survey imply that games are utilized not just for enjoyment but, more significantly, for the practice and review of language training, helping students to become more proficient in their studies. [4]

To help these words stay in long-term memory, review them regularly with spaced repetition. The teacher encouraged students to pay close attention during listening activities, not only to individual words but also to popular phrases, idiomatic expressions, and intonation patterns. After reading or listening, students had to complete tasks that required them to use the newly learned language in spoken form. This includes:

– Oral summarizing.
– Peer/teacher discussion.
– Role-playing scenarios.
– Formulating opinions/arguments.
– Creating personal narratives.

By fostering these extensive reading and listening strategies in speaking classrooms, 30 students from Uzbekistan State World Languages University's English Philology students (March to April in 2025) significantly improved their Lexical resource, while the Pronunciation and Fluency of students were also enhanced. (Figures 1 and 2)

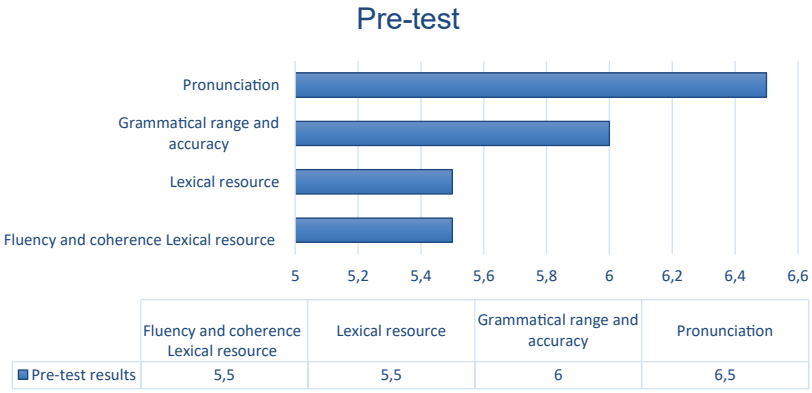


Figure 1. **Pre-test results of the 30 students according to the IELTS speaking criteria[5]**

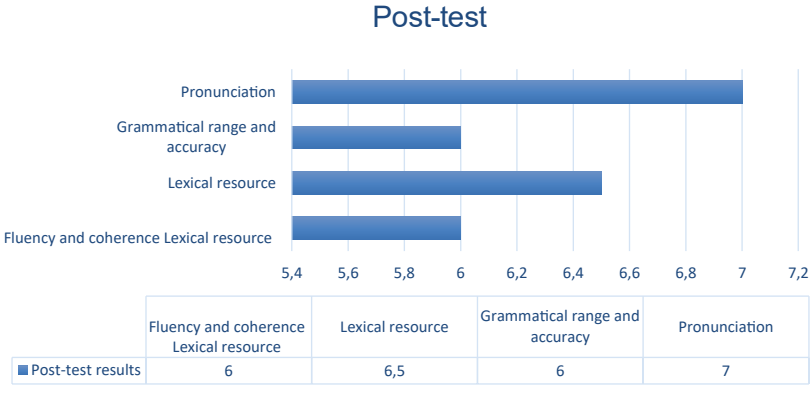


Figure 2. **Post-test results of the 30 students according to the IELTS speaking criteria (after** 2 months of training with extensive reading and extensive listening)

[1] https://quizlet.com
[2] https://kahoot.com
[3] https://jeopardylabs.com/browse
[4] Shamsiddinova, D. F. (2023). ESL interactive games for English learners: Kahoot and Jeopardy. *ISJ Theoretical & Applied Science*, *6*(122), 183-187.
[5] https://takeielts.britishcouncil.org/sites/default/files/ielts_speaking_band_descriptors.pdf

The consistent application of contextual learning through extensive reading and listening is expected to yield several significant positive outcomes for ESL learners' speaking vocabulary. Learners will acquire a wider range of vocabulary, moving beyond basic words to more nuanced and sophisticated terms suitable for expressing complex ideas. This includes encountering common synonyms and specific terminology relevant to diverse topics.

By seeing and hearing words used correctly in various contexts, learners develop a stronger intuition for appropriate word usage, including collocations, prepositional phrases, and idiomatic expressions. This reduces instances of awkward phrasing or direct translation errors. As learners become more proficient and accurate in their word choice, their confidence in speaking English increases. This encourages them to participate more actively in conversations and to tackle more challenging topics. The continuous exposure to authentic language improves not only vocabulary but also overall comprehension skills, creating a virtuous cycle where better comprehension facilitates further vocabulary acquisition.

Encountering words repeatedly in meaningful contexts, coupled with active recall strategies, significantly improves the long-term retention of new vocabulary compared to isolated memorization. Learners develop the skill of inferring meaning from context, a valuable independent learning strategy that empowers them to continue expanding their vocabulary beyond the classroom.

The results of using contextual learning through a lot of reading and listening provide compelling evidence of its effectiveness in improving the vocabulary of ESL speakers. Contextual exposure encourages deeper processing and meaningful encoding, in contrast to conventional approaches that frequently result in «fragile» word knowledge. In addition to studying a word's definition, students also acquire its connotations, common companions (collocations), and contexts when they come across it in written or spoken language. The effective use of vocabulary in speech depends on this comprehensive comprehension.

This strategy is consistent with major theories in second language learning. Krashen's[1] Input Hypothesis emphasizes that learning occurs through intelligible input. Extensive reading and listening provide this «comprehensible input» in abundance, allowing learners to subconsciously acquire new language and reinforce old information. Furthermore, Schmidt's [2]Noticing Hypothesis proposes that learners must consciously «notice» forms in their input for acquisition to occur. While prolonged exposure is important, the integrated tactics of recording words with context, example sentences, and later active recall ensure that discovered words are actively processed and put to productive use.

This methodology has a key advantage in that it is learner-centered. Allowing learners to choose materials based on their interests boosts motivation and engagement, both of which are necessary for long-term vocabulary development. The organic discovery of terms in actual language is similar to how first language speakers acquire their vocabulary, promoting a more intuitive and less forced learning experience.

The success of contextual learning depends on learners' initial comprehension, with graded materials essential for beginners. It may not be enough for all learners, and explicit instruction on high-frequency collocations or challenging words is necessary. Teachers should prioritize extensive reading and listening, guiding learners on vocabulary extraction and internalization, and cultivating engagement with authentic English content.

One of the main components of ESL competency is building a strong and active speaking vocabulary. Although there are many ways to help students learn vocabulary, contextual learning through a lot of reading and listening stands out as a very efficient and realistic strategy to improve students' capacity to utilize words effectively in spoken English. Immersion in real-world language resources helps students develop a sophisticated grasp of word meaning, usage, and collocations, all of which are essential for clear and accurate communication.

Using strategies like inferring meaning, strategic dictionary use, active recall, and output-oriented practice enhances passive vocabulary recognition into active speaking competence, boosts learner confidence, and bridges the gap between comprehension and production.

Resume. This article addresses the important role that contextual learning, more especially, reading and listening extensively, plays in helping English as a Second Language (ESL) learners expand their speaking vocabulary. Solo word memory is a common focus of traditional vocabulary acquisition techniques, which might be ineffective for practical application. This paper makes the case that exposure to new words in

[1] Krashen, S. (1985). The input hypothesis: Issues and implications. New York: Longman.
[2] Schmidt, R. (1990). The role of consciousness in second language learning. Applied Linguistics, 11, 129–58.

context, as offered by authentic reading and listening materials, promotes deeper understanding, enhances memory, and makes active recall for speaking easier. In addition to outlining the anticipated results and discussing the implications for enhanced communicative ability, it provides useful strategies for incorporating intensive reading and listening into the ESL curriculum and self-study.

Rezume. Ushbu maqola ingliz tilini ikkinchi til sifatida (ESL) o‘rganuvchilarga so‘zlashuv lug’atini kengaytirishda yordam berishda kontekstli o‘rganishning, ayniqsa, o‘qish va tinglashning muhim rolini ko‘rib chiqadi. Alohida so‘zlarni yodlash an’anaviy lug’atni o‘zlashtirish usullarining keng tarqalgan yo‘nalishi bo‘lib, amaliy qo‘llash uchun samarasiz bo‘lishi mumkin. Ushbu maqola kontekstda yangi so‘zlarni intensiv o‘qish va tinglash materiallari tomonidan taklif qilinganidek, chuqurroq tushunishga yordam beradi, xotirani kuchaytiradi va gapirish uchun faol eslashni osonlashtiradi. Kutilayotgan natijalarni bayon qilish va kommunikativ qobiliyatni oshirish oqibatlarini muhokama qilishdan tashqari, u ESL o‘quv dasturiga intensiv o‘qish va tinglashni kiritish va mustaqil ta’lim uchun foydali strategiyalarni taqdim etadi.

Резюме. В этой статье рассматривается важная роль контекстного обучения, в частности, интенсивного чтения и слушания, в помощи изучающим английский как второй язык (ESL) в расширении словарного запаса. Запоминание отдельных слов является распространенным направлением традиционных методов приобретения словарного запаса, которые могут быть неэффективны для практического применения. В этой статье обосновывается, что знакомство с новыми словами в контексте, предлагаемое аутентичными материалами для чтения и слушания, способствует более глубокому пониманию, улучшает память и облегчает активное припоминание для говорения. Помимо описания ожидаемых результатов и обсуждения последствий для улучшения коммуникативных способностей, в ней приводятся полезные стратегии для включения интенсивного чтения и слушания в учебную программу ESL и самостоятельного обучения.