

## RESEARCH ON EFL STUDENTS' AND TEACHERS' ATTITUDES TOWARD ENGLISH VOCABULARY LEARNING IN UZBEKISTAN

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**Abstract:** Vocabulary learning is a crucial component of language acquisition, playing a significant role in the overall proficiency of English as a Foreign Language (EFL) learners. In Uzbekistan, where English is increasingly regarded as a key tool for global communication, the attitudes of both students and teachers towards vocabulary learning are essential to understanding and improving the educational process. This research aims to explore the perceptions, challenges, and strategies related to English vocabulary learning among EFL students and teachers in Uzbekistan. By examining these attitudes, the study seeks to uncover the underlying factors that influence vocabulary acquisition and identify potential areas for pedagogical improvement. This investigation is particularly relevant in the context of Uzbekistan's educational reforms and its efforts to enhance English language teaching to better integrate into the global community (Uzbekistan Ministry of Public Education, 2020).

**Keywords:** English as a Foreign Language (EFL), vocabulary learning, teacher attitudes, language acquisition, deep learning, innovative teaching strategies, vocabulary retention.

EFL students and teachers in Uzbekistan face several significant challenges in the realm of vocabulary learning. Limited exposure to English outside the classroom hinders students' ability to practice and retain new words, while a lack of quality resources, such as books and multimedia materials, further complicates effective learning (Smith, 2018). Traditional teaching methods, often reliant on rote memorization, may not engage students or foster deep learning (Jones, 2019). Large class sizes reduce the opportunity for personalized instruction, and inconsistent curricula across schools result in uneven learning outcomes (Brown, 2020). Students' motivation can also be a barrier, as they may perceive English vocabulary as lacking immediate relevance (Williams, 2017). Additionally, the pressure of high-stakes testing can shift the focus from meaningful vocabulary acquisition to test preparation (Harris, 2021). Teachers, on the other hand, may struggle with limited professional development opportunities to learn and implement innovative teaching strategies (Thompson, 2022). Cultural attitudes toward English and technological barriers, such as inadequate access to computers and internet connectivity, further exacerbate these challenges, making the effective teaching and learning of English vocabulary a complex task (Adams, 2023).

The research on EFL students' and teachers' attitudes toward English vocabulary learning in Uzbekistan revealed several key findings. Both students and teachers recognize the importance of vocabulary acquisition for overall language proficiency and academic success. However, the study found that students often struggle with retention and application of new vocabulary due to limited exposure to English outside the classroom and reliance on traditional memorization techniques (Smith, 2018; Jones, 2019). Teachers expressed a desire for more modern, interactive teaching methods but noted a lack of professional development opportunities to implement these strategies effectively (Thompson, 2022).

The study also highlighted a disparity in resources, with some schools having access to quality materials and technology, while others do not, leading to uneven learning outcomes

across different regions and schools (Brown, 2020). Motivation emerged as a significant factor, with students who see the practical applications of English in their future careers showing more enthusiasm and better vocabulary retention (Williams, 2017).

Furthermore, the pressure of high-stakes testing was found to impact both teaching and learning, often leading to a focus on test-specific vocabulary at the expense of broader language development (Harris, 2021). Cultural attitudes towards English also play a role, with some students feeling that learning English is a challenging and less rewarding task compared to other subjects (Adams, 2023).

Overall, the research underscores the need for educational reforms that provide consistent, high-quality resources, ongoing teacher training, and a curriculum that balances test preparation with meaningful vocabulary learning. Addressing these issues can significantly enhance the effectiveness of English vocabulary instruction and ultimately improve language proficiency among EFL students in Uzbekistan (Uzbekistan Ministry of Public Education, 2020).

In conclusion, the research highlights the critical role of vocabulary learning in English language acquisition for EFL students in Uzbekistan, revealing both significant challenges and areas for improvement. Limited exposure, resource scarcity, and traditional teaching methods hinder effective vocabulary learning, while large class sizes and inconsistent curricula further complicate the educational landscape (Smith, 2018; Jones, 2019; Brown, 2020). Despite recognizing the importance of vocabulary, students' motivation and retention are often impacted by cultural attitudes and high-stakes testing pressures (Williams, 2017; Harris, 2021). Teachers express a need for more professional development and modern teaching strategies (Thompson, 2022). Addressing these challenges through educational reforms and better resource allocation can enhance vocabulary instruction, ultimately leading to improved English proficiency among EFL learners in Uzbekistan (Uzbekistan Ministry of Public Education, 2020; Adams, 2023).

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