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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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MUNDARIJA

“Kitobxonlar klubi” modelining ingliz tili to‘garak mashg‘ulotlarida o‘quvchilarning kognitiv kompetensiyasini rivojlantirish mexanizmlari.....	10
Madaminova Gulzira Gulamkadirovna	
Bo‘lajak pedagoglarning kasbiy faoliyatida suggestiv yondashuvning o‘rni	14
Arolov Davronjon Davlataliyevich	
Akmeologik yondashuv asosida maktabgacha ta‘lim direktor o‘rinbosarlarining kasbiy kompetensiyasini rivojlantirish mexanizmini takomillashtirish	19
Asatullayeva Sitora Dilmurod qizi	
Hozirgi o‘zbek tilida neologizmlarning tarixi va bugungi kun taraqqiyoti.....	22
Bektosheva Mehinbonu Abdumalik qizi	
Maktabgacha ta‘lim tashkilotlari bolalarida jamoada ishlash ko‘nikmalarini shakllantirishning pedagogik-psixologik xususiyatlari	26
Djurayeva Dilfuza Nuriddin qizi	
Korpus lingvistikasi vositalari yordamida bo‘lajak ingliz tili o‘qituvchilarining til tahlili ko‘nikmalarini shakllantirish metodikasi.....	30
Eshonqulova Sarvinoz Yashinovna	
Talabalarning shaxsiy sifatlarini rivojlantirishda sun‘iy intellektning o‘rni va ahamiyati.....	35
Hojiyeva Nasiba Bahodirovna	
Logopedik mashg‘ulotlarni tashkil etish va rejalashtirish moduliga oid mustaqil ta‘lim topshiriqlarini integrativ modellashtirishning innovatsion texnologiyalari.....	39
Ibroximova O‘g‘iloy Inomjon qizi	
Jismoniy tarbiya darslarida ortiqcha vaznli bolalarga differensial yondashuvning ahamiyati	43
Yuldashev Bobirjon Noibjon o‘g‘li	
Maktabgacha ta‘lim tashkilotida xalq og‘zaki ijodi vositasida bolalarning axloqiy sifatlarini shakllantirishning ahamiyati.....	48
Muradxanova Munisaxon Ikrom qizi	
Bo‘lajak psixologlarda altruistik xulq motivlarini rivojlantirishning psixologik imkoniyatlari	54
Nusratova Mexriniso Baxshilloevna	
Inklyuziv ta‘lim tushunchasi va uning zamonaviy pedagogik paradigmalar tizimidagi o‘rni.....	59
Pulatova Dilfuza Azamkulovna	
Magistrlarda “Imposter sindromi”ni yengish orqali kreativ salohiyatni rivojlantirishning psixologik mexanizmlari.....	66
Qayumov Baxtiyor Zokirjon o‘g‘li	
Kichik maktab yoshidagi bolalar nutqining fonematik rivojlanishi	70
Qurbonova Sevara Suyunovna	
Mikrobiologiya ta‘limida individual pedagogik texnologiyalarni joriy etish mexanizmlari	74
Raxmatov Oxunjon Soibjonovich	
“Estetik tarbiya”, “kreativ kompetensiya”, “estetik tarbiya mexanizmlari” tushunchalarining konseptual asoslari.....	79
Saidova Feruza Akramovna	
Zamonaviy ta‘lim jarayonida neyropedagogika yordamida nutqiy ko‘nikmalarni rivojlantirish.....	84
Sidiqova Yulduz Sobirovna	
“So‘nggi jadid” Begali Qosimovning ilmiy-pedagogik merosi.....	88
Toxirova Dilshoda Inom qizi	
Ona tili darslarida o‘qib tushunish ko‘nikmasini rivojlantiruvchi mashq va topshiriqlar ustida ishlash	92
Turg‘unova Nilufar Muxiddin qizi	
Ingliz, golland va o‘zbek tillaridagi frazeologizmlarning lingvostatistik xususiyatlari.....	96
Xaydarova Go‘zalxon	



Maktabgacha yoshdagi bolalarda hayotiy kompetensiyalarni shakllantirishda yumshoq ko'nikmalarning ahamiyati.....	101
<i>Xolmatova Dilshoda Sherali qizi</i>	
Farzandlarda kitobxonlik madaniyatini rivojlantirishda oilaning pedagogik imkoniyatlari	105
<i>Yusupova Diloromxon Sabirdjanovna</i>	
Yoshlarda tanqidiy fikrlash ko'nikmalarini rivojlantirish orqali sotsial manipulyativ ta'sirlarga psixologik barqarorlikni shakllantirish.....	109
<i>Qosimova Sarvinoz Baxtiyorovna</i>	
O'quvchilarda modellashtirish ko'nikmalarini shakllantirishga ko'maklashadigan faoliyat usullari	114
<i>Abdurazzaqov O'ktam Abduqayumovich</i>	
Dizartriya shakllarining klinik-patogenetik tahlili va differensial diagnostikasi	120
<i>Axmedova V. T.</i>	
Boshlang'ich sinflarda fanlararo yondashuvga asoslangan integrativ topshiriqlar ishlab chiqishning uslubiy asoslari.....	127
<i>Elmurodova Inoyat Abdumutalibovna</i>	
Deviant xulq-atvorli o'smirlar ijtimoiylashuvining psixologik determinantlari.....	132
<i>Elov Ziyodullo Sattorovich</i>	
Sun'iy intellekt texnologiyalari asosida talabalar o'quv natijalarini baholashning pedagogik modeli.....	138
<i>Ernazarov Mirzohid Yo'ldosh o'g'li</i>	
Tibbiyot oliy ta'lim muassasalarida biokimyo fanini raqamli texnologiyalar asosida o'qitish metodikasi	145
<i>Mamadaliyeva Zarina Raxmat qizi</i>	
Boshlang'ich ta'limda kognitiv tilshunoslikni joriy etish masalalar	150
<i>Mamatova Gulshan Amankulovna</i>	
Doston musiqiy merosini o'rganishni uslubiy takomillashtirish mazmuni.....	153
<i>Qo'shayev Ilhom Axtamovich, Nasirova Sevinch Ismatovna</i>	
"Elektr yoritish" fanida mustaqil ta'limning zamonaviy shakllari.....	157
<i>Nasretdinova Feruza Nabiyeвна</i>	
Maktabgacha va maktab yoshidagi bolalarda sog'lom turmush tarzi madaniyatini shakllantirish	162
<i>Nazarova Dildora Asatovna, Kuchkorova Robiya Shuxrat qizi</i>	
Dual ta'limda oliy ta'lim va maktabgacha ta'lim tashkilotlari o'rtasidagi hamkorlikning mazmuni.....	167
<i>Qoraboyeva Zohidaxon To'lanboyevna, Tursunbayeva Sevara Abdullo qizi</i>	
A Methodological Model for Developing Pedagogical Reflection in Pre-Service EFL Teachers.....	172
<i>Rahimberdiyeva Maftuna Rakhimberdi kizi</i>	
Bo'lajak o'qituvchilarda sog'lom turmush tarzining kasbiy kompetentlikka ta'siri	177
<i>Raximova Saboxat Qaxramon qizi</i>	
Bo'lajak o'qituvchilarning kasbiy kompetentligini rivojlantirishda interaktiv texnologiyalar va faol ta'lim metodlarining samaradorligi	182
<i>Safarova Nigora Nasilloevna</i>	
Maktabgacha ta'lim jarayonida interfaol usullarning mazmuni, turlari va funksional ahamiyati.....	190
<i>Safarova Soliha Ilhomovna</i>	
Talabalarni ma'naviy tarbiyalash jarayonida diagnostik metodlardan samarali foydalanishning ahamiyati... 196	
<i>Saotmuratova Zebo Yuldash qizi</i>	
Musiqqa ta'limida interfaol metodlardan foydalanishning didaktik imkoniyatlari.....	200
<i>Saparov Raxim Muratbayevich</i>	
Maktabgacha yoshdagi tarbiyalanuvchilarning mantiqiy fikrlashini rivojlantirish ijtimoiy zarurat sifatida.....	204
<i>Xolmatova Yodgoroy Baxtiyorjon qizi</i>	
Energetika fanlarini o'qitishda sun'iy intellektdan foydalanishning pedagogik afzalliklari.....	208
<i>Zoxidov Iqboljon Zokirjonovich</i>	
Методическая модель контекстуального обучения в формировании лингвокультурной компетенции при обучении русскому языку в национальных группах	213
<i>Рустамова Ферузaxon Махмуджановна</i>	

MUNDARIJA СОДЕРЖАНИЕ CONTENTS	Integrating Artificial Intelligence into EFL Academic Writing Instruction: Opportunities, Challenges, and Pedagogical Implications..... 218 Allamurodov Elyor Tursun ugli
	Sahna nutqida adabiy tur va janrlarning metodik talqini..... 223 Dilrabo Jumanova
	Sun'iy intellekt asosidagi ta'lim ekotizimi: imkoniyatlar va xavflar 227 Oqil Ochilov Lutfullo o'g'li
	Z avlod bilan ishlashda ta'lim va tarbiyaga oid zamonaviy tendensiyalar 232 Ravshanov Sanjar Tolibjonovich
	Talabalarni ma'naviy tarbiyalash jarayonida diagnostik metodlardan samarali foydalanishning ahamiyati... 235 Saotmuratova Zebo Yuldash qizi
	Tarixiy-ilmiy materiallar va zamonaviy texnologiyalar integratsiyasi asosida boshlang'ich sinf o'quvchilarining geometrik tafakkurini rivojlantirish metodikasi..... 239 Toshpulatova Mamura Ismailovna, Mannonova Dilafro'z Ravshan qizi
	Davlat-xususiy sherikchilik asosidagi maktabgacha ta'lim tashkilotlarini boshqarish va muvofiqlashtirish ... 244 Xakimov Abdug'ulom Soyibjonovich
	Ingliz tilini boshqa sohadagilarga o'qitishda grammatik jihatlar 247 Ataboyeva Guliruxsor Baxtiyor qizi
	Methodological Foundations for Developing Environmental Education Through the Integration of Climate Change Education Into Biology Lessons in General Secondary Schools..... 250 Abdurakhmanova Iqbolkhon Yulchiyevna
	Sharq va G'arb mutafakkir olimlarining oila va farzand tarbiyasi borasidagi qarashlari 255 Berdiyeva Dilnoza A'zamovna
	Ommaviy sport turlari yordamida ayollarni sog'lom turmush tarziga yo'naltirishda ilmiy yondashuv 258 Charos Axmadova
	STEAM integratsiyasi orqali maktab o'quvchilarida tadbirkorlik ko'nikmalarini rivojlantirish 262 Choriyor Maxmatraimov Eshmamatovich
	Maktabgacha ta'lim kafedrasida bo'lajak tarbiyachilarni innovatsion-metodik faoliyatga tayyorlashni transformatsion boshqarish texnologiyasi 267 Djalalov Baxromjan Begmurzayevich
	Raqamli transformatsiya sharoitida yosh ota-onalarda yolg'izlik hissining namoyon bo'lishiga ta'sir etuvchi ijtimoiy-psixologik va etnopsixologik omillar 272 Erimmetova Nafisa Bahromovna
	Zamonaviy ta'lim muhitida talabalarning ijtimoiy-psixologik adaptatsiyasi va uning strategiyalari 279 Haqberdiyeva Dinora Qobil qizi
	Maktab direktorlarining moliyaviy boshqaruv kompetensiyalarini rivojlantirish texnologiyalari..... 283 Karimov Jaxongir Abdunabiyevich
	Jadidlar merosiga e'tibor: tarixiy xotira va ma'naviy tiklanish omili..... 287 Madaminova Shaxodat Shomurotovna
	Sun'iy intellekt texnologiyalarining ta'limdagi o'rni va nutqni baholashdagi imkoniyatlari..... 293 Mahmudova Maftuna Aktam qizi
	Effectiveness of Simulator Technologies in Pilot Training: an Experimental Study 297 Maksudov Ilhomjon Turgunboy o'g'li
	Yangi O'zbekistonda o'qituvchi maqomining huquqiy kafolatlari va pedagogik faoliyat samaradorligi..... 301 Menlibayeva Azima Oralbayevna, Oralbayeva Aziza
	Raqamli jamiyat sharoitida ong transformatsiyasining falsafiy jihatlari..... 305 Muxitdin Nazarov
	10-11-sinf o'quvchilarida o'qishdan yozuvga o'tish ko'nikmasini rivojlantirishning bosqichli metodik tizimi ... 310 Nazarova Shoiraxon Abdumo'min qizi
	Zamonaviy ta'lim paradigmasida "potensial" tushunchasi: shaxsning rivojlanishga qaratilgan ichki imkoniyatlari, bilim, ko'nikma, qobiliyat va kompetensiya..... 314 Qurbonova Gulmira Alisher qizi



Deffenbacherning driving anger scale metodi asosida haydovchilarning agressiv xulq-atvorining psixologik xususiyatlarini jinslar kesimida o'rganish	318
Rahim Usmonov Raxmonali o'g'li	
Sun'iy intellekt texnologiyalaridan foydalanishning pedagogik-psixologik mexanizmlari.....	323
Sadoqat Sarmanova Shermahmatovna	
Vizual axborot: paydo bo'lish tarixi, qo'llanish sohalari va ta'lim jarayonidagi ahamiyati.....	328
To'g'izboev Faxriddin Ulashovich	
Fizika darslarini tashkil etishning mazmuni, mohiyati va didaktik tamoyillari.....	334
Turabova Lobar Xusen qizi	
Ekstrakorporal urug'lantirish orqali tug'ilgan bolalarda xotiraning rivojlanishi	339
Usmonova Xusnora Ergashovna	
Raqamli ta'lim muhitida boshlang'ich sinf o'quvchilarining emotsional barqarorligini shakllantirish.....	344
Yusupova Diloromxon Sabirdjanovna	
Milliy va xalq o'yinlari vositasida talabalarni sog'lomlashtirish.....	347
Axmedov Gayratjon Kosimovich	
Деонтология медицинского персонала: этико-профессиональные ориентиры в условиях современной медицины.....	350
Бабаджанова Гулчехра	
Формирование творческого восприятия учащихся на уроках музыки.....	355
Габдулманова Ильнура Минисламовна	
Qizlar tarbiyasida maktab va mahalla hamkorligi monitoring tizimini takomillashtirishning pedagogik asoslari.....	358
Abdurazoqova Marg'uba Muxammad qizi	
Maktabgacha ta'lim tarbiyachilarida iqtisodiy tushunchalarni shakllantirish pedagogik muammo sifatida	362
Ergashova Dilafro'z	
Bo'lajak tarbiyachilarda kasbiy karyerani shakllantirishning metodologik asoslari	365
Hayitova Sarvinov Mahmudovna, Ilmiy rahbar: Ashirova Sojida Baxromovna	
Pedagogical and Methodological Foundations for Developing an Interactive Mobile Application for Teaching English to Preschool Children (Based on the Solobee Project).....	368
Khurshida Kuchkarova	
O'spirinlarda kiberbullingning profilaktikasi va psixokorreksion imkoniyatlari.....	373
Ibodova Gulimehr Inoyat qizi	
Pedagogical Factors and Didactic Conditions for Developing Communicative Competence in Future Teachers.....	378
Mirzayeva Gulshan Azamatovna	
Musiq ta'limida sun'iy intellekt texnologiyalaridan foydalanishning pedagogik imkoniyatlari.....	382
Altmisheva Maftunabonu Baxtiyor qizi	
The Importance of the Concept of Discursive Competence in Teaching English.....	386
Mukhamatjonova Diyora Rustam qizi	
Koxlear implantli bolalarni ta'lim jarayoniga moslashtirishning korreksion-pedagogik asoslari.....	390
Najimova Muhabbat	
Alfa avlod uchun internet xavflari klassifikatsiyasi metodlarini ishlab chiqish klassifikatori	393
Ahralov Shavkat Sulaymonovich, Ahrorova Sevara Sulaymon qizi	
Aqli zaif o'quvchilar ta'limida sensor integratsiyaning pedagogik imkoniyatlari.....	398
Tajibayeva Shaxnoza Abdumuxtorovna	
Koxlear implantatsiyali o'quvchilarning psixologik-pedagogik rehabilitatsiyasi samaradorligini oshirishda axborot-kommunikatsiya texnologiyalaridan foydalanish.....	401
Yuldasheva Saodat Utkurovna	
Bo'lajak o'qituvchilarni zamonaviy pedagogik fikr-g'oyalardan kreativ foydalanishga tayyorlashning ustuvor tamoyillari.....	406
Akbarova Feruza Uktamjonovna	



Biologiya ta'lim bosqichida noan'anaviy integratsiyalashgan darslar jarayonida CLIL texnologiyfsini joriy etish	410
Azimov Ibragimjon Toshpulatovich, Toshpo'latova Nigina Ibrohimjon qizi	
Onlayn ta'lim muhitida didaktik kompetensiyani takomillashtirish yo'llari	416
Kushimova Mahbuba Janibekovna	
Inklyuziv ta'lim sharoitida koxlear implantga ega bolalarning eshituv-nutqiy faoliyatini tashkil etishning pedagogik asoslari.....	420
Mirzayeva Umidaxon Inamovna	
Bo'lajak o'qituvchilarni inklyuziv ta'limga tayyorlashda pedagogik shart-sharoitlar va tamoyillar tizimi.....	423
Omanqulova Shohida Nematillo qizi	
Talabalarda axborot-psixologik tahdidlarni oldini olishning psixologik imkoniyatlari.....	426
Ramazonov Jahongir Djalolovich	
Changes in the Structure and Strength of the Aluminum Alloys SAV-1 Irradiated With Fast Neutrons	431
S. A. Baytelesov, F. R. Kungurov, G. N. Turdieva, I. V. Papushki, A.V. Galushko	
Bo'lajak o'qituvchilarning mantiqiy fikrlash kompetensiyasini baholashga diagnostik model asosida yondashuv.....	438
Suvankulova Malika Baxtiyor qizi	
"Integratsion mexanizm" – integratsiyani tadqiq etishdagi muhim yo'nalish sifatida	444
Xayitov Lazizbek Rustamjon o'g'li	
Tibbiyot oliy ta'lim muassasalari talaba qizlarining somatotipik va funksional xususiyatlariga ko'ra tabaqalashtirilgan individual fitnes mashg'ulotlari uslubiyati.....	447
Ziyatov Muhammad Namazovich	
Проблемы формирования координационных способностей у дошкольников с нарушением слуха и рекомендации по их развитию	451
Закирова Сарвиноз Баратовна, Кобулова Шахризода Равшан кизи	
Uy ta'limi sharoitida o'quvchilarning o'qish savodxonligini rivojlantirishning pedagogik-metodik asoslari.....	455
Sodiqova Nurgul Tursunboyevna	
Paradzyudoni rivojlantirishning dolzarb muammolari va ularni takomillashtirish yo'llari.....	459
Berdiyev Sherzod Ochilovich	
Pedagogik antropologiya Ushinskiy talqinida	462
Ochilova M. P.	
Using Concept Checking Questions to Improve Vocabulary Retention in English Language Classrooms: Evidence from Uzbekistan	468
Ramazonov Jasurbek Safar O'g'li	

USING CONCEPT CHECKING QUESTIONS TO IMPROVE VOCABULARY RETENTION IN ENGLISH LANGUAGE CLASSROOMS: EVIDENCE FROM UZBEKISTAN

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Abstract: This article examines the role of Concept Checking Questions (CCQs) in improving vocabulary retention among English as a Foreign Language (EFL) learners in Uzbekistan. Due to globalization and educational reforms, English language learning has become increasingly important, yet many learners struggle to retain and appropriately use new vocabulary, especially when it is taught through translation-based methods. CCQs are introduced as an effective instructional technique that helps learners develop a deeper understanding of word meaning through simple, focused questions. Unlike traditional comprehension questions, CCQs are designed to check learners' conceptual understanding of vocabulary items and promote active cognitive processing. The study draws on relevant literature to highlight the theoretical basis of CCQs within interaction-based language teaching and meaningful learning approaches. Findings suggest that CCQs enhance vocabulary retention by increasing learner engagement, clarifying meaning, and reducing misunderstandings in classroom practice. The article concludes that integrating CCQs into vocabulary instruction can significantly improve lexical learning and communicative competence in Uzbek EFL classrooms.

Key words: concept checking questions, vocabulary retention, interaction, proficiency.

Annotatsiya: Ushbu maqolada O'zbekistondagi ingliz tilini chet tili sifatida o'rganuvchilar (EFL) orasida lug'at boyligini eslab qolishni yaxshilashda Concept Checking Questions (CCQs) ning o'rni tahlil qilinadi. Globallashuv va ta'lim sohasidagi islohotlar natijasida ingliz tilini o'rganish tobora muhim ahamiyat kasb etayotgan bo'lsa-da, ko'plab o'quvchilar, ayniqsa tarjimaga asoslangan usullar orqali o'rgatilgan yangi so'zlarni eslab qolish va ularni to'g'ri qo'llashda qiyinchiliklarga duch kelmoqda. CCQlar o'quvchilarga so'z ma'nosini sodda va maqsadga yo'naltirilgan savollar orqali chuqurroq anglashga yordam beruvchi samarali o'qitish texnikasi sifatida taqdim etiladi. An'anaviy tushunishni tekshirish savollaridan farqli ravishda, CCQlar o'quvchilarning lug'aviy birliklarni konseptual jihatdan tushunganligini aniqlash va faol kognitiv qayta ishlashni rag'batlantirish uchun mo'ljallangan. Tadqiqot CCQlarning nazariy asoslarini interaksiyaga asoslangan til o'qitish hamda mazmunli o'rganish yondashuvlari doirasida yorituvchi ilmiy adabiyotlarga tayanadi. Natijalar shuni ko'rsatadiki, CCQlar o'quvchilar faolligini oshirish, ma'noni aniqlashtirish va dars jarayonidagi tushunmovchiliklarni kamaytirish orqali lug'at boyligini eslab qolishni kuchaytiradi. Maqola xulosasida CCQlarni lug'at o'qitish jarayoniga integratsiya qilish O'zbekiston EFL sinflarida leksik o'zlashtirish va kommunikativ kompetensiyani sezilarli darajada yaxshilashi mumkinligi ta'kidlanadi.

Kalit so'zlar: concept checking questions, lug'at boyligini eslab qolish, interaksiya, til kompetensiyasi.

Аннотация: В данной статье рассматривается роль Concept Checking Questions (CCQs) в повышении уровня запоминания лексики среди изучающих английский язык как иностранный (EFL) в Узбекистане. В условиях глобализации и образовательных реформ изучение английского языка приобретает всё большее значение, однако многие учащиеся испытывают трудности с запоминанием и правильным употреблением новой лексики, особенно если она преподаётся с использованием переводных методов обучения. CCQ рассматриваются как эффективный педагогический инструмент, помогающий учащимся глубже понять значение слов посредством простых и целенаправленных вопросов. В отличие от традиционных вопросов на проверку понимания, CCQ направлены на выявление концептуального понимания лексических единиц и стимулирование активной когнитивной обработки информации. Исследование опирается на научную литературу, раскрывающую теоретические основы CCQ в рамках интерактивного обучения языку и подходов, ориентированных на осмысленное обучение. Результаты показывают, что использование CCQ способствует лучшему запоминанию словарного запаса за счёт повышения вовлечённости учащихся, уточнения значений слов и снижения количества недопониманий в учебном процессе. В заключении подчёркивается, что интеграция CCQ в обучение лексике может существенно повысить эффективность усвоения словарного запаса и уровень коммуникативной компетенции в EFL-классах Узбекистана.

Ключевые слова: concept checking questions, запоминание лексики, взаимодействие, языковая компетенция.



INTRODUCTION

One of the most significant developments of recent decades has been the growing process of global integration, which has influenced all sectors of society, including higher education. In Uzbekistan, the expansion of international cooperation in economic, cultural, scientific, and educational spheres has increased the demand for professionals who possess effective foreign language skills. Consequently, proficiency in English has become an essential component of higher education, enabling students to meet both communicative and professional requirements in an increasingly interconnected world.

The ongoing internationalization of education has created a need to modernize existing curricula and teaching practices. This includes revising foreign language programs, developing innovative courses that complement traditional instruction, and implementing active learning methodologies that enhance educational effectiveness. Such reforms are particularly important in higher education institutions, where the objective is not only to provide theoretical knowledge but also to develop practical competencies relevant to contemporary professional environments.

Therefore, the expectations placed upon graduates of higher education institutions in Uzbekistan continue to rise. These requirements are justified by the need to prepare competitive specialists who can successfully participate in both national and international labor markets (Rahimov, 2024).

Building on the growing importance of English language proficiency in Uzbekistan's higher education system, vocabulary knowledge represents one of the most fundamental components of successful language learning. As globalization and international cooperation continue to increase the demand for effective communication skills, learners must develop a sufficient lexical repertoire to participate successfully in academic and professional contexts. According to Schmitt (2000), lexical knowledge forms the core of communicative competence and serves as a crucial foundation for second language acquisition. Similarly, Nation (2001) highlights the reciprocal relationship between vocabulary knowledge and language use, arguing that vocabulary development facilitates communication, while active language use further expands learners' lexical resources.

The significance of vocabulary acquisition extends beyond classroom learning and directly influences learners' ability to function effectively in real-world situations. Research has consistently demonstrated that vocabulary knowledge is a key predictor of success in second language learning and plays a central role in the production and comprehension of both spoken and written discourse (Laufer & Nation, 1999). In English as a Foreign Language (EFL) settings, vocabulary serves as the foundation upon which the four language skills—listening, speaking, reading, and writing—are developed. Furthermore, they emphasize that an adequate vocabulary is indispensable for meaningful communication, as learners cannot effectively utilize grammatical structures or language functions without sufficient lexical knowledge. Therefore, as Uzbekistan seeks to prepare globally competitive graduates, fostering vocabulary development should remain a central objective of English language education, enabling learners to access information, engage in professional communication, and succeed in increasingly internationalized academic and workplace environments.

However, second language learners often experience difficulties when learning and retaining new vocabulary, particularly during the early stages of language acquisition. To address this challenge, researchers have proposed a variety of strategies, methods, and techniques aimed at facilitating vocabulary learning and retention. One such widely used classroom technique is the use of Concept Checking Questions (CCQs).

Concept Checking Questions (CCQs) are instructional questions designed to verify whether learners have accurately understood the meaning of newly introduced vocabulary items or grammatical structures. Unlike traditional comprehension questions used in reading or listening activities, CCQs focus specifically on assessing learners' understanding of lexical and grammatical concepts. Their primary purpose is not to evaluate comprehension of a text or audio material but to facilitate interaction between teachers and students in order to ensure that the target language point has been clearly explained and effectively understood. Furthermore, CCQs can be employed in a variety of teaching contexts to assess learners' understanding of language functions, vocabulary, grammatical structures, and other linguistic concepts.

In many English language classrooms in Uzbekistan, vocabulary is predominantly taught through direct translation into the learners' first language. While this approach may help students recognize the basic meaning of a lexical item, it does not always ensure a deeper understanding of its usage, connotations, and contextual meaning. Consequently, learners often know the Uzbek equivalent of a word but experience difficulties when attempting to use it appropriately in authentic communicative situations. To address this challenge, Concept Checking Questions can be employed as an effective pedagogical tool. By encouraging learners to analyze and verify their understanding of a target word through guided questions, CCQs promote deeper cognitive processing and meaningful engagement with vocabulary, which can ultimately contribute to better retention and more accurate language use in real-life contexts (Thornbury, 2002).

LITERATURE REVIEW

Numerous researchers have investigated the role of CCQs in English language teaching. For example, Workman (2006) proposed several principles for the effective use of Concept Checking Questions, including careful preparation, the use of clear and concise questions, the incorporation of varied question types, and attention to the vocabulary used in the questions themselves. The application of CCQs is closely connected with major theories and approaches in second language acquisition, particularly the Interaction Hypothesis, Comprehensible Input, Comprehensible Output, and the Negotiation of Meaning. These theoretical perspectives suggest that meaningful interaction plays a crucial role in language development. In support of this view, the author argued that learners' language proficiency is enhanced through face-to-face communication and interactive exchanges. Within this framework, display and referential CCQs provide teachers with valuable opportunities to assess learners' understanding of linguistic input while simultaneously encouraging active participation. Furthermore, it has been noted that the strategic use of questioning techniques increases students' speaking opportunities and classroom interaction, which in turn contributes to the production of richer and more accurate language output. Consequently, CCQs serve not only as an assessment tool but also as an effective pedagogical strategy for promoting learner engagement, interaction, and language development in the classroom.

RESEARCH METHODOLOGY

This study employs a qualitative research methodology based on a literature review and theoretical analysis. Relevant scientific sources related to vocabulary acquisition, Concept Checking Questions (CCQs), and English language teaching were analyzed to examine the role of CCQs in improving vocabulary retention. The study draws on previous research and pedagogical literature to identify the theoretical foundations, benefits, and practical applications of CCQs in EFL classrooms. The collected information was analyzed through descriptive and comparative methods to evaluate the effectiveness of CCQs in enhancing learners' vocabulary retention and communicative competence.

ANALYSIS AND RESULTS

To illustrate how Concept Checking Questions can be applied in vocabulary instruction, the following examples demonstrate the use of CCQs for checking learners' understanding of newly introduced lexical items.

Target word: borrow

1. Do you take something or give something?
2. Must you return it later?
3. Is it yours?

Likewise, when teaching the adjective generous, the teacher may ask:

1. Does a generous person like sharing things with others?
2. Do they keep everything for themselves?
3. Do people usually feel happy with a generous person?

In addition to providing effective concept checking, CCQs should be designed according to several pedagogical principles. Liu (2025) emphasizes that CCQs should be simple, clear, and easy to understand. Teachers should avoid unnecessarily complex questions so that EFL learners can respond more efficiently and demonstrate their understanding without confusion. In the context of concept checking, yes/no questions are generally considered more effective than complex WH-questions (e.g., what, when, where, and who), as they enable teachers to assess learners' comprehension more efficiently and reduce the likelihood of misunderstanding during classroom interaction. Consequently, carefully designed CCQs can provide immediate feedback on learners' understanding while simultaneously supporting vocabulary retention and meaningful language use.

CONCLUSION

As English language proficiency continues to gain importance in Uzbekistan, effective vocabulary instruction has become a crucial component of successful language learning. Although many learners are able to recognize the translated meaning of new words, they often struggle to use them appropriately in authentic communicative situations. Concept Checking Questions offer a practical solution to this challenge by encour-



aging deeper processing of lexical meaning and promoting active learner engagement. The literature reviewed in this article suggests that CCQs contribute not only to the assessment of learners' understanding but also to vocabulary retention, classroom interaction, and language development. Therefore, English language teachers in Uzbekistan are encouraged to integrate well-designed CCQs into their vocabulary instruction in order to improve learners' comprehension, retention, and communicative competence.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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