

REFLECTIONS ON THE DEVELOPMENT OF VOCABULARY

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ABSTRACT

Language learning is one of the important fields. Words are very important in language learning. The article gives recommendations on increasing vocabulary.

Keywords: vocabulary, word, memorization, quantity of words, foreign language, lexical skill.

Lu's wealth of cave indicates that an individual's intellectual development is developed. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to support more than the keywords. The results of research conducted in the study of a foreign language on the enrichment of lu cave b found that the use of other effective y-ls from remembering k or s itself was positive. For example, in the process of getting acquainted with a new s itself is an important factor in learning to use it in a variety of contexts by reading it in a written, oral, textual state. When learning new s through text, it is useful to get acquainted with new sthemselves before and after reading it. Another effective y-o'li s is that they are taught in their native language along with a foreign language. All Tyear learners think about ways to improve linguistic k skills. Methodologists have scientifically explained the term "lexical k skills." S.F. Shatilov describes the methodological concept of "linguistic k skills" consisting of two parts, namely, the use of sin speech and the making of s in the speech process

Olympus believes that this speech is a linguistic k skill that dies, as well as linguistic linguistic k skills. The process of self-analysis, such as the process of self-analysis, s self-making, and the formation of their own combination, have been proven theoretically by linguistic linguistics, such as the use of linguistic material in the participation of the mind. Therefore, the speech and linguistic k skills of lecture are known. In most cases, s is used in its own memorable i.e. or electronic loins. Information from such lucaves is temporarily stored in memory and does not exceed the ability to communicate. Learners should be taught to trust dictionaries less and more in their own language skills. To learn Lmissing units, the listener must die with a high degree of motivation b. Developing motivation depends primarily on the teacher's experience and the complexity of the material being studied, and in everyday situations, learners of a foreign language often ¹ encounter unfamiliar s themselves and phrases that prevent them from understanding the language. It is recommended that you note them in the notebook. To help a learner of the language, you need to understand exactly what is the barrier to learning new s and follow the recommendations for overthrowing them. In the first gallery, it is necessary to pay attention to the size of the v azifa. It should be studied in the dat b the number of dead s self-sucking k o'pl igi effectively dies in its own development t o'siq b. Understanding hundreds of sthemselves a day is a difficult issue to remember. Therefore, little-to-little study is recommended. To assist individuals desiring to benefit the worldwide work of Jehovah's

¹ J.Jalolov. Chet account o'qitish metodikasi. T.:O'qituvchi,2012.

Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared. It is known that a regular book-reading learner enriches his vocabulary for an average of 2,000 to 2,500 words over the course of the year. This means that he absorbs 5-7 words a day. It is also necessary to take into account the difference in the teaching of the language in oral and written form. That oral language, in particular, the language of speech (every day's speech) is much more simplified than written discourse. Because gestures not used in writing (gestures, tone, facial expressions) can be used in the process of speaking. The main task in learning a written language, especially in learning a literary language, is to develop skills to choose words correctly. In our view, gradual literary and intellectual learning should be included in the learning process. It is also necessary to use as widely as possible external materials, especially those that accompany pictures. All this contributes to the development of associations and remains in memory. A learner who has adequately mastered the year can guess its meaning without having to re-examine it. For example, one of the advantages of defining its own meaning from context is that words can often be found out its meaning only without using a dictionary. If this meets it several more times in its own text, then it will remain in memory for a long time. Usually at the beginning² level of language knowledge, dead learners may almost certainly not be able to apply for a book. The second issue is the difference between oral and written language. Written (especially literary) differs significantly from the oral language, so is the language of learning. Literary language is not always used in everyday life. The third issue is that a dictionary provides limited information. Dictionaries do not always provide the necessary information about themselves. In dictionaries, it is intended to give the meaning of a word without exclusion from one meaning of its own, and to show a word with an example of how to use it. Unfortunately, not all dictionaries have accurate and full information about a word's own meaning. If the learner uses a translation (bilingual) dictionary, it is easier for him to understand the meaning of the text. Learners who have reached above the elementary level are advised to use an explanatory dictionary as one of the most effective methods. The fourth issue is the difficulties that arise in the use of words themselves. To remember its meaning is one issue of understanding its meaning is another matter. Knowing a word, a language learner may not understand it in the text or use it independently. Knowing a word's definition does not mean freely using it in an oral or written context and understanding its meaning when encountered in unfamiliar text. To fully understand what they mean, you must be tasked with reading books and magazines and newspapers, depending on the age of the students and their favorite genres. The task of analyzing right-to-right texts between subjects is assigned. In this process, students create their own exchange, thereby making it possible to share their wealth during communication. Rewriting a piece or article from a work can also develop the ability to remember words, replacing themselves with synonyms. If the learner does not know his synonym, it is recommended that you write it in a notebook. Additionally, it is recommended to work on crossword puzzles and listen to audio recordings in the field. If you take time for classes using the above methods, growth will certainly follow.

² B. Toʻxlijev va boshqalar. T.: Uzbekistan yozuvchilar Association Literature foundation published in 2006

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