

METHODOLOGY OF TEACHING LEXICON IN ENGLISH TO ELEMENTARY SCHOOL STUDENTS

Usmanova Gulmira Sultonovna
Master's Student of Foreign Language and
Literature at the University of Social Sciences

PhD. Maksudova Hilola Ferdinantovna
Scientific Supervisor

ABSTRACT

This article explores effective strategies for teaching lexis to elementary school students, emphasizing interactive and multisensory approaches tailored to young learners' developmental stages, focusing on age-appropriate strategies and activities that engage young learners and foster vocabulary development.

Keywords: methodology, teaching lexicon, interactive approaches, multisensory approaches, innovative methodologies, linguistic skills.

INTRODUCTION

Teaching vocabulary, or lexis, to elementary school students in English is a crucial aspect of language education. Building a strong foundation in vocabulary enhances students' ability to communicate effectively and comprehend texts. However, teaching vocabulary to young learners requires careful planning and innovative methodologies to ensure engagement and retention.

Contextual learning involves teaching vocabulary within meaningful contexts that relate to students' interests and experiences. Teachers can integrate vocabulary instruction into thematic units, stories, or real-life situations to make learning more relevant and engaging. For example, when teaching the names of fruits and vegetables, teachers can organize a pretend grocery store activity where students role-play as customers and shop for items using target vocabulary.

LITERATURE ANALYSIS AND METHODS

Visual aids such as flashcards, posters, and pictures play a vital role in vocabulary acquisition for elementary students. Realia, actual objects related to the vocabulary being taught, provide tangible examples that enhance understanding and retention. Teachers can use flashcards with images to introduce new words and associate them with their meanings. For instance, showing a picture of a dog alongside the word "dog" helps reinforce the concept visually.

Incorporating games and interactive activities makes vocabulary learning enjoyable and memorable for young learners. Games like Bingo, Memory Match, and Charades can be adapted to reinforce vocabulary in a fun and engaging manner. Teachers can also incorporate technology by using educational apps and online games that offer interactive exercises and quizzes to reinforce vocabulary skills.

Repetition is key to vocabulary retention, especially for elementary students. Teachers should provide multiple exposures to target words through various activities and contexts. Recycling vocabulary through review games, chants, and songs helps reinforce learning and prevent forgetting. Teachers can revisit previously taught words regularly to ensure retention over time. Creating a language-rich environment where English is used authentically fosters natural language acquisition. Teachers can incorporate English into daily routines, classroom instructions, and interactions to provide students with exposure to authentic language input. Immersive activities such as storytelling, role-plays, and language games encourage students to use vocabulary in meaningful contexts, promoting language production and fluency.

Recognizing that students have different learning styles and paces, teachers should provide individualized support and differentiated instruction to meet diverse needs. Offering opportunities for students to work at their own pace through independent practice, small group activities, and peer tutoring enables personalized learning experiences that cater to students' strengths and areas for improvement.

In order to teach the grammar of a foreign language to elementary school students, foreign language teachers should simplify the material somewhat and increase the students' interest. Because the cognitive analysis skills of first and fourth grade students are not yet well developed. If we want to teach a subject or at least a foreign language to students of this age, first of all, the teacher should be able to use the principle of demonstration correctly and effectively.

Students do not need to have perfect knowledge of grammar in order to communicate in English. It is natural for students to find grammar rules boring and difficult. Young students are full of enthusiasm and energy. It is even proven in science, i.e. in psychology. It follows that the Grammar materials we present to students should be interesting, simple and understandable for students, and should motivate and give them pleasure.

A genuine teaching method derived from the aims of the subject to be taught. One of its main qualities is the coherence it creates between the subject objectives and teaching activities. However, present-day development require teaching to be focused more on providing concepts, models, and abstractions, using strategies which concentrate more into problem investigation. Both types of learning should be combined in teaching processes with various strategies to make students capable of resolving problems, to think critically and work together. The reason is simple; the technologically developed societies require people who are able not only to memorize facts, which is done quite well by computers, but who can understand the information they need easily, are able to apply it effectively and make use of it all their lives.

DISCUSSION AND RESULTS

Sub-topics within important topics can also be a separate section depending on the size of the language material. Speech skills mean levels of mastery of speech activities in a foreign language. The qualification is the ability of students to use the skills acquired during English language learning independently in their practical activities.

Speech skills are formed and developed in the process of using language material during communication. An important task of teaching English in general secondary schools is to master the corresponding linguistic skills while instilling speaking skills. The basis of such skills is the

language material presented in this program. The ultimate practical goal of teaching English in the general secondary school course is listening and reading, that is, receiving information by listening and reading in English.

In the curriculum, the intermediate practical goal is listening comprehension and speaking in class I, listening comprehension and speaking are practical goals in classes II-IV, and reading and writing are defined as a means of repeating and strengthening language material learned in oral speech. The phonetic and grammatical minimum that students should acquire from the English language is listed by name. Lexical units are defined only quantitatively.

It is known that at the end of each class, the list of lexical units to be mastered and the attachment of tests to determine the mastery of skills ensure the program is more perfect. The linguistic basis of the English language teaching methodology in primary grades should be distinguished from the linguistic basis of the teaching process. Linguistic foundations of the English language teaching methodology in primary grades help the modern teacher to select, methodically organize and present language material for a personal working curriculum.

A modern teacher chooses additional materials from various sources with the intention of increasing the quality and effectiveness of the lesson based on the potential of the students in the class, not limited to the use of an important textbook-complex. Because of this, a modern teacher needs to competently decide who, what, how and how much to teach in the development of a working curriculum in science. It is difficult to improve the speech of elementary school students as a way of expressing their thoughts in English. Because the development of thought takes place internally in the mother tongue, and expression takes place externally in English. Games and interactive activities are a successful way to build vocabulary among young learners. Using word games, puzzles, and interactive activities can help support new words. For example, word matching games, lexical bingo, or using vocabulary to introduce and practice new lexis with playful non-communicated words.

Stories and reading records play an important role in expanding children's vocabulary. By introducing students to interesting language contexts through stories and books, educators help students understand new words in meaningful contexts. By calling out, sharing the meaning of new words in conversation, and allowing students to use these words in creating their own stories, self-concept can be increased.

SUMMARY AND ANALYSIS:

In conclusion, teaching lexis to elementary school students requires a multifaceted approach that integrates contextual learning, visual aids, interactive activities, repetition, immersion, and differentiation. By employing innovative methodologies tailored to young learners' needs, teachers can foster vocabulary development and lay the foundation for lifelong language proficiency and communication skills. Through engaging and effective vocabulary instruction, elementary students can build a rich lexicon and unlock endless opportunities for language learning and expression.

REFERENCES

1. Bekmuratov U. Use of modern technologies in teaching English.//Tashkent. 2012.
2. Erkinov S. Methodology of foreign language teaching in primary grades.//SamDCHTI. 2019.
3. Khoshimov O'. Yakubov I. Methodology of teaching English T.,-2003.
4. Jalolov J.J. Methodology of teaching English: a textbook for students of foreign language higher education institutions. - T.: Teacher, 2012.
5. Edelenbos P., Johnstone R., Kubenak A. The main pedagogical principles underlying the teaching of languages to very young learners. Final Report of the EAC 89/04, Lot 1 study. 2006.
6. Bland, J. ed. Teaching English to Young Learners: Critical Issues in Language Teaching with 3- 12 Year Olds. London: Bloomsbury Academic. 2015.