

TEACHING VOCABULARY WITH INTERACTIVE METHOD

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ABSTRACT

The article emphasizes the importance of working on vocabulary in developing students' connected speech and understanding the meaning of familiar words. Practical instructions and recommendations are given for elementary school teachers on the organization of vocabulary work.

Keywords: Oral speech, word meaning, borrowed words, vocabulary work, etymology, orthographic literacy, orthoepic literacy.

INTRODUCTION

A word is the basic unit of language that conveys meaning. Words and phrases express concrete things, abstract concepts, feelings. The collection of all words and phrases in a language is called vocabulary or lexicon. Lexicology is a department that studies the vocabulary of the Uzbek language. Lexicology studies the features of expression of meaning in speech, activity of use, enrichment, obsolescence and disuse of some words, phenomenon of meaning migration. Therefore, lexicology is the linguistic basis of the methodology of working on the dictionary. Any speech is made up of grammatically interconnected words and phrases that match the content in a certain sequence. The richer and more developed a person's vocabulary is, the richer his speech will be; a wide opportunity is created for him to express his opinion clearly and expressively. Therefore, the richness, variety, mobility of the vocabulary is an important condition for the successful development of speech in the methodology.

The methodology of working on vocabulary at school includes four main directions:

1. Enriching students' vocabulary, that is, learning new words, as well as new meanings of some words in the children's vocabulary. To learn the vocabulary of the native language, the student should add 8-10 new words to his vocabulary every day, including 4-6 words in the native language classes, that is people should learn the meaning.

2. Clarify students' vocabulary. This includes:

- 1) to fully master the meaning of a word that the student has not mastered thoroughly, that is, to include these words in the text, to compare them with similar words, to connect them to the meaning by choosing an antonym. clarification of the nose;

- 2) mastering the sarcastic meaning of the word, ambiguous words;

- 3) mastering the synonyms of the word, the meaning aspects of the synonymous word;

- 4) mastering the meaning of some phraseological units.

3. Vocabulary activation, i.e. transferring words from the inactive vocabulary, which students understand the meaning of, but do not use in their speech activity, to the active vocabulary. For this, phrases and sentences are made with the participation of these words, which are used in retelling what they have read, conversation, statement and essay.

4. To transfer the words that are not used in the literary language from the students' active vocabulary to their inactive vocabulary. Such words include simple words and phrases used in some literary works and colloquial language, dialect and social group words that do not belong to the norms of the literary language acquired by children under the influence of the speech environment. After mastering the concept of literary language norms, students will start using literary language words instead of the words explained above. As literary language skills are strengthened, words related to dialect, slang, simple words and phrases used in colloquial language begin to leave the student's active vocabulary.

Students' vocabulary is enriched and improved based on the following sources: Observing the environment: nature, people's life and work, my child's play and study, relationship with adults. Children learn many new names and phrases by observing things and events during excursions to nature, various places, and institutions. During the conversation about these excursions, their knowledge will be deepened, the meaning of some words will be clarified. The most reliable source for enriching students' vocabulary and speech is works of art. Grammar and spelling lessons with the help of special exercises help to master many words and terms, students learn words that express subject, sign, action, count, order. In these lessons, students' vocabulary is organized, grouped in the process of studying word groups, vocabulary is clarified by studying word structure, word formation, word change; they begin to use the words they have learned in their speech, and as a result, their vocabularies are activated. Pupils' vocabulary is enriched and organized with the help of special lexical-logical exercises. In addition, the texts of movies and TV shows, the speeches of teachers and other school and non-school institutions also enrich the pupils' vocabulary. are sources of enrichment and improvement. Different dictionaries are a very useful guide in vocabulary enrichment. There is a "Spelling dictionary" for elementary school students. The teacher uses various dictionaries (synonyms, antonyms, phraseological dictionaries of the Uzbek language, various terminological dictionaries) for information and material selection. Explaining the meaning of the word enriches the students' vocabulary, and the terms of the subjects taught in the primary grades should be explained. Explaining the meaning of the terms helps to better understand the meaning of the word. This will help them to quickly understand terms such as nouns, adjectives, and verbs. determines the words, the most convenient ways to explain it and where to explain it in the lesson.

Knowing the rich history of the Uzbek language, its changes, the appearance of new words in the dictionary, the meaning of various expressions, and the etymology of words is very interesting for every student. Proper organization of vocabulary activities in the course of the lesson requires high skill and research from every elementary school teacher. Based on the advanced achievements of science, in particular, targeted, systematic, technological approaches, methodical training of the primary school teacher, and his planned management of the cognitive activities of students it is achieved by organizing a lot of practical work, such as its activation, adaptation of student teaching methods, methods and tools to school conditions.

In order to include these words in the students' active vocabulary along with explaining the meaning of the word, it is appropriate to conduct consistent, thorough, continuous work on the planned word in each lesson, and use the following methods and tasks:

"Find the explanation". Words learned in vocabulary work are written on the clipboard. Students are asked to explain the meaning of these words.

"I wrote correctly, I got a bonus" Two students or teams compete to write the unfamiliar words without spelling mistakes. Incentive cards are distributed to the student or team who write correctly.

"Let's make a necklace out of words" Pupils are divided into groups. An A4 paper with 2 or 3 words written on it is distributed first. Pupils form words using syllables and letters in words during the allotted time. The group that can write the most words is encouraged.

"This word is mine." Students are given cards with words written on them. The teacher reads a sentence corresponding to the meaning of the word written on the cards, a meaningful word. Whoever reads the information matches the word on the card, answers "This word is mine."

"Find and explain what is hidden" An envelope is distributed to the groups. 5 sentences and 5 sentences explaining the content of one word involved in this sentence are written on the envelope. Pupils find the word corresponding to this explanation from the sentence and recite it from memory.

"Yes or no". The words are read to the students by the teacher along with their explanation. Students answer "Yes" if the explanation is correct, "No" if it is incorrect and correct the incorrect explanation.

"Find a match". The words are used to define synonyms and antonyms.

"An unfinished letter." A paper with a letter written on it is distributed to the students. students will have to write the omitted words in the letter. The content of the letter is suitable for the age of the students and is selected based on the topic of the subject being studied.

"Read to find and understand" is conducted in extracurricular reading classes. Pupils determine in advance the meaning of the words learned in the new topic and use it instead of this word during the lesson. The teacher writes the words on the cards and tells which vocabulary can be used.

"Student Mail". Pupils write down the meaning of any word they find difficult to understand and put it in the box. In the lesson at the end of the week, the meaning, spelling, and interpretation of these words will be worked on.

BBB. The method allows students to assess their level of knowledge on specific topics. When applying it, students can work in groups or teams. When working in a group, at the end of the training, the work done by the groups is analyzed.¹

Group activities can be organized as follows: Each group performs the tasks given by the teacher based on the general scheme; at the end of the training, the relationships of the groups on the project items are summarized The groups summarize the ideas by completing the tasks given by the teacher according to the individual clauses of the general scheme.

Educational activities are organized on the basis of the following scheme, which is reflected directly on the blackboard or worksheet: I know I want to know I found out The details of the steps taken are as follows:

- 1) students are assigned to small groups;
- 2) students' level of understanding of a new topic is studied;

¹ Muhamedov X. O'. va boshq. Ta'limni tashkil etishda zamonaviy interfaol metodlar / T., 2016. - 45 b.;

- 3) the concepts noted by the students are recorded in paragraph 1 of the project;
- 4) the needs of students to enrich their existing knowledge on a new subject are studied;
- 5) the concepts described as the needs of students are written down in paragraph 2 of the project;
- 6) the teacher informs students of general information about the new topic;
- 7) new concepts mastered by students are determined;
- 8) the stated new concepts are recorded in paragraph 3 of the project;
- 9) at the end of the training, a single project will be created

In short, not understanding the meaning of a word in the text will be an obstacle to the full realization of the goals of this lesson. If the ambiguous word is important to the text, not fully understanding its meaning leads to a lack of understanding of the main idea of the work or the purpose of the reading lesson to increase students' vocabulary. does not happen. Carrying out special preparatory work in learning the meaning of explanatory words in textbooks has many advantages for students:

- 1) the imagination about existence and its events expands;
- 2) vocabulary increases;
- 3) the possibility of pronunciation expands;
- 4) get acquainted with the spelling of a certain word;
- 5) can use literary language norms correctly;
- 6) they can interpret the words according to their synonyms and antonyms;
- 7) they are able to apply the information learned in the dictionary work in the conducted educational and examination dictations; \
- 8) the ground is created for easy learning of other languages.

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