



TECHNOLOGIES FOR TEACHING LEXICAL CONCEPTS THROUGH DICTIONARY WORK

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Annotation

The native language and literature of any nation is its national spirit and identity. The cultural and enlightenment world is the basis of the national idea. The wise words of our enlightened ancestor Abdullah Avloni, "The mirror life of every nation is the language and literature that show its existence in the world. To lose the national language is to lose the spirit of the nation," confirm this idea. This article discusses modern pedagogical technologies, vocabulary in the primary school, working on vocabulary in the primary school, content, essence, form, method and various modern pedagogical technologies.

Keywords: Modern pedagogical technology, interactive learning technology, "diagram vein", "network method", "fan method", "mind wheel", "find a foreign word".

Аннотация:

Родной язык и литература любого народа - это его национальный дух и самобытность. Культурно-просветительский мир основа национальной идеи. Мудрые слова нашего просвещенного предка Абдуллы Авлони: «Зеркальная жизнь каждой нации, которая показывает свое существование в мире это язык и литература. Потерять национальный язык значит потерять дух нации», -- подтверждают эту идею. В статье рассматриваются современные педагогические технологии, лексика и лексика в начальной школе, работа над лексикой, содержанием, сущностью, формой, методом и различными современными педагогическими технологиями.

Ключевые слова: современные педагогические технологии, технология интерактивного обучения, диаграммная жилка, «сетевой метод», «веерный метод», «колесо разума», «найди иностранное слова».



Technology is a process that leads to a qualitative change in the subject as a result of the influence exerted by the subject on the object. Technology always involves performing a specific sequence of targeted actions on an object, using the necessary tools and conditions. The basic concept of pedagogical technology is a holistic approach to the non-verbal learning process. In this case, all the things and events involved in education are functionally interconnected and form a whole, that is, a set of pedagogical processes. The main difference between pedagogical technology and traditional methods is that it is based on the laws of the theory of complete complexes. The advantage of pedagogical technology over previous methods is that the educational process is one. The next difference of pedagogical technology from other methods of teaching is that the educational process with the help of which it is built, integrates its components, such as the purpose of education, its content, methods and tools of education and assessment of learning outcomes. The result of the lesson is that it does not depend on the pedagogical skills of the educator. A well-designed science-based pedagogical technology is a good lesson, even if it is not taught by any teacher. Because pedagogical technology is created by pedagogical pedagogue, methodologist or advanced experienced teachers, their pedagogical skills will be reflected in the project of pedagogical process.

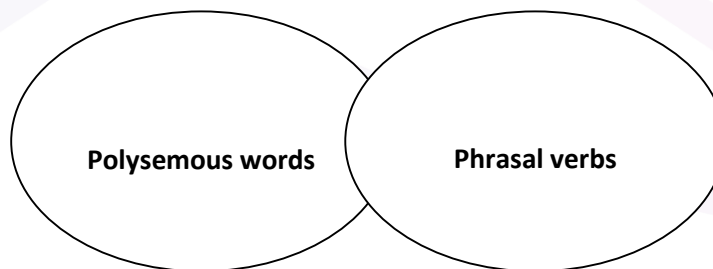
Today, using interactive methods in the educational process, it is possible to increase the effectiveness of lessons. The word interactive is the Uzbek interpretation of the word interact. The word "interaction" is a combination of the Latin words "inter" and "act". Its lexical meaning is "inter" together, and "act" together means action.

Interactive learning technology teaches students to learn independently. It is necessary to pay special attention to the problem of the mental environment that encourages independent thinking, the methodological support of teaching, otherwise the teacher may not achieve high results in the classroom. In this technology it is necessary to use the resources of the person (student's personality), the organization of interaction of students, interpersonal communication.

I would like to highlight a few ways to use interactive methods in school teaching and how they can be used in mother tongue lessons.

Vienna Diagram

This method can also be used in elementary school. This method uses the intersection of two oval figures. There are three circles, with the first and third circles highlighting the different aspects of the given task, while the middle circle contains their common similarities. This method is mainly used to distinguish between two categories of objects or to distinguish features. With this method, students learn to distinguish specific qualities and characteristics related to the topic. In this lesson, we will use the Vienna Diagram method in the following order :



1. About polysemous words in the first semicircle.
2. About words formed in the second semicircle.
3. You can ask them to write their similarities in circle 3.

Students are given time to complete this task, and at the end of the time, one student from each group comes out and introduces their writing to the other group. Students are encouraged to applaud. Education in non-traditional forms of education Today, a number of developed countries have a great deal of experience in this area, and the methods that form the basis of this experience are called interactive methods. In our country, too, the interactive methods of new pedagogical technologies are widely used. In particular, in primary school lessons in the native language it is more convenient to use such interactive methods in the process of transition of types of words according to form and meaning. Synonyms. are words that express a common concept (meaning) that is pronounced differently.

"Networks" Method.

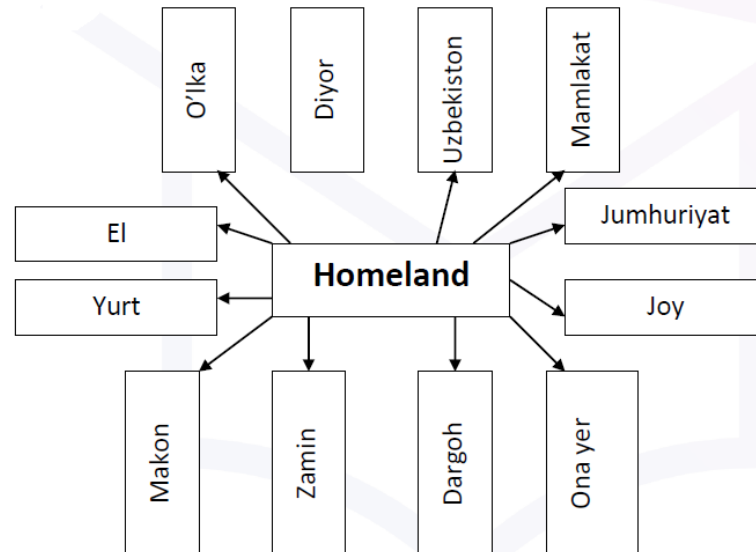
This method is aimed at teaching students to think logically, to expand the scope of general thinking, to use textbooks and literature independently.

Branching of ideas is a pedagogical method that helps students to explore a topic in depth, allowing students to branch out concepts and clear ideas related



to the topic in a free and open sequence. When using the Network method, its rules are explained to students as follows: Write down what you think. Instead of focusing on the quality of your ideas, just write them down. Ignore the spelling or other aspects of your writing. Don't stop writing until the allotted time is up. Try to relate the concepts related to the given topic to your own mind more. Once students are warned, this method can be used to reinforce a new topic before announcing a new topic. The teacher should first get acquainted with the topics covered in the native language textbook and determine what the topic is about. Students can then apply the Networking method to the topic. For example, the word "homeland" is given. When announcing this word, the teacher gives the students one white sheet of paper and gives them an assignment. Students write words that are close to the word

Homeland and replace it



As shown in the example above, it is natural for students to feel comfortable writing a lot about it. That is why knowing children's opinions is the basis for them to master the topic well.

Elementary students are practically introduced to **antonyms**. Work on antonyms begins with finding the antonym in the text, then special exercises are used:



"Fan" technology

Fan technology is a complex, multifaceted technology. It is advisable to apply this method whenever possible in the study of problematic topics.

Based on this method, students strive for independent creative thinking, drawing logical conclusions. The teacher's main focus is on turning students into active participants throughout the lesson, not just believers. This method enhances the richness of speech by developing a culture of creative, free thinking, speaking and speaking, communication in students. The use of "fan" technology in the study of contradictory words is one of the good factors that increase the effectiveness of the lesson. The teacher gives information about a specific word. In the lesson reinforcement section, the teacher gives students a concise statement of their thoughts in writing.

Contradictory words

Good

Honestly
Healthy
Friend
Clean
That's right
Smart

Bad

Cheat
Patient
The enemy
Kir
Curves
Nodon

Fan technology is also an effective way to increase student engagement by getting information on a variety of topics at once.

1. Create a group of items related to the topic: outerwear (shirt, suit,...) And shoes (boots, shoes, ..); such as pets and wild animals. The children ask, "What is this?" are taught to answer the question: Is this n i m a? - Bus. What is a bus? - Machine.
2. List things of the same type and name them in a general word. For example, how do you name a table, a chair, a cupboard in one word? (Furniture)
3. Separate those that do not belong to a group from those given. For example, a pen, a pen, a ruler, an eraser, a chair are shown, students separate the teaching aids, say that the chair is not included in the textbook, it is furniture.

This exercise can also be done as a game: you need to give certain words, find the excess and explain why it is superfluous: swallow, sparrow, cat, music.

Divide subject names and symbols into groups. The words are given as a mixture of teapot, tesha, ax, bowl, saw, plate; children in groups, names of dishes: teapot,



bowl, ...; the name of the working tools: *tesha*, *ax*, ... The words denoting the object are also mixed, and the children are divided into four groups (color, taste, shape, feature).

Subject *n o* Investments and characters that separate the words on two groups. In this case, the words *ch o ynak*, *tesha*, *b o lta*, *bowl*, *saw*, *plate* are given as a mixture; *b o lalar guru³lab*, *dishes n o mi: ch o ynak*, *bowl*, ...; *foreign exchange rates o Six n o Chapter hole in the back: LTA*, such as writing. The words denoting the sign of the object are also given mixed, *b o lalar* are divided into four groups (color, taste, shape, feature).

Generalization by contrast: swallows, sparrows, nightingales - birds, chickens, roosters, turkeys? (Birds.)

Logical exercises should be meaningful, relate to students' experiences, teach them to think correctly, clarify and organize their knowledge. These exercises can be used in other classes, as well as in reading and grammar lessons.

In the "wheel of mind" method, students develop logical thinking skills, fluency, and the ability to respond quickly and correctly.

This game involves groups of two or three students. The first student says one of the terms related to the topic. The second student repeats the term the first student said and says the same term. The third student repeats the previous two terms and adds one term. Again it is the turn of the first student, who also repeats the previous three terms and adds one term himself. Whichever student goes astray or repeats the said terminal is out of the game. Thus, it is important to have a clear goal in organizing the game so that the group of students continues and to pay attention to what knowledge, skills and competencies the students will acquire. For example; Say the words that have multiple meanings:

Student 1: Walked

Student 2: The car is moving

Student 3: train, car ride

Student 1: Car, train, car

Student 2: car, train, car walked at 4.00

Student 3: car, train, car left for Tashkent at 4.00

Student 1: I went to Tashkent by car, train, car at 4.00

If a student makes a mistake in repeating the words, he / she will be excluded from the game.



The development of students' learning motivation in the educational process in the primary school is of great importance. Because the motive interests students in the learning process, encourages them to actively participate in the lesson, to acquire knowledge. Interactive methods are a great help in developing reading motivation.

"Find a foreign word" game

This game encourages attention to the lexical meaning of the word.

Strengthens the memory of the student. Accustomed to think fast and respond quickly. It can be held on various topics. Such a game words that have the same commonality are selected.

1. Tashkent, Andijan, Karshi, Termez, Baku. (Foreign word Baku. Everyone cities are located in Uzbekistan, and Baku is located outside the country).

2. Oybek, Hamid Olimjon, Bobur, Gafur Gulom, Komil Yashin. (Begona the word is Bobur. They all lived and worked in the twentieth century, and Babur is a classic literature representative).

3. Bus, car, tractor, plane, motorcycle (Airplane is a foreign word. Others walk on the ground. The plane flies in the sky).

4. Noun, adjective, number, rhyme, cut, verb. (The word cut is foreign. All words are words

indicates the categories. The word cut is part of speech).

5. Create didactic material using a series of synonyms and with it exercise performance. To do this, four synonymous words are selected and The mixture is placed in 16 cells:

Beautiful Motherland Man Bashar

Dangasa Dilbar Yurt Tanbal

Country Man Lazy Husndor

The Man Who Does Not Want To Be Beautiful

The teacher says a word in these cells. For example, the country.

Students find a meaningful word (synonym) close to this word in the cells they say: country, country, homeland, country.

Form a phrase with a series of synonyms: powerful country, free country, our homeland, beautiful land and so on



In the process of working on the dictionary, it is necessary to identify complex words in the text, taking into account the scope of knowledge of students. For example: wholesale, marketing fee, currency, exchange, competition, auction, ayon, sarbon, caravan, rhyme, risk, etc. In the presence of these words, two or three sentences are explained in relation to the topic. After the reading lesson is organized in the primary grades, it is checked how well the students have mastered the difficult words through various exercises, questions and answers. The reader is asked to read the meaning of two or three of the words from the beautiful previous lessons on the board. It uses cross letters. When a student says an unfamiliar word, the teacher and all the students in the class listen carefully to the pronunciation of the word. The student on the board is encouraged by the teacher to say the two or three words asked without hesitation with bold examples. When the second student is asked, if he says the words hesitantly, first corrects them, then corrects them and pronounces them correctly, the teacher reminds him that he is hesitant about this or that word for the next lesson. instructs to master thoroughly. The teacher checks how the students are mastering the unfamiliar words. When students are tested on how well they have mastered unfamiliar words, the focus is on drawing their attention to working on the vocabulary and keeping them interested in the work. The text were involved in the unfamiliar words is prepared in sight.

Read active dictionary of words that are unfamiliar to convert the fund - it consistently applied.

Learn to memorize the words to catch hold of an unfamiliar word Students will be rich in necessary to take into account and assess the progress.

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