

TEACHING INDEPENDENT VOCABULARY BASED ON MODERN PEDAGOGICAL TECHNOLOGIES

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Abstract: *Proper organization of Uzbek language lessons, efficient and purposeful use of every minute of time are important factors in increasing the effectiveness of lessons.*

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Proper organization of Uzbek language lessons, efficient and purposeful use of every minute are important factors in increasing the effectiveness of lessons. The tasks that are part of the urgent problems of today are the development of the student's personality, the education of an independent thinker, a well-rounded person with a broad worldview, who can convey each word clearly to the interlocutor, and, if necessary, can justify it, to form his speech culture, for this purpose The tasks of increasing one's wealth, forming the competence of using words and grammatical tools in their place, impose a great responsibility on the teachers of the Uzbek language.

Today, a lot of new methods and non-traditional lessons are used to learn the rules of the language, its methodological possibilities directly related to practice. Methodist-scientists R.Safarova, M.Abduraimova, A.Gulomov, H.Nematov, T.Ziyodova, M.Saidov, SH.Yusupova in this field to introduce advanced pedagogical technologies to increase the consistency of Uzbek language education There are a number of works aimed at.

As a result of the use of cooperative teaching technology, students learn to perform educational tasks in a high-quality manner, and there is a convenient opportunity for mutual support and exchange of ideas. In problem-based teaching technology, a puzzle is created, students must find its solution independently. Answers must be substantiated. In teaching through the technology of conducting didactic games, the cognitive activity of students is combined with game activity. It is necessary to ensure the activity of each student through the technology of teaching in groups. But, on the contrary, in most cases, creative thinking does not occur in every student, because the best student in that group can pass his word, and the advanced ideas come from those. will be given, as a result those who know will learn and those who could not learn may remain silent again. Many experts say that all students can think freely when working in groups. We want to deny it.

Ian Smith writes: "Some people understand that 'New Pedagogical Technology' is the widespread use of information and communication tools. As you know, it costs a lot. And I understand that "New pedagogical technology" means giving independence to students. (Giving students such an opportunity does not require a lot of money, it only causes the students to develop their aspirations and increase the effectiveness of pedagogical work)" . In fact, the above idea is the simplest and most correct explanation of the concept of pedagogical technology. There are teachers who, even if they do not use information and communication tools, organize very high-quality classes, in such classes you can see students' eyes shining. You will admire the skill of the teacher and the activity of the students. However, it should not be overlooked that information technologies help to further improve the educational process and provide visibility. There is a good saying in our people: "It is better to see once than to hear a thousand times."

Innovative technologies implemented in the educational system are enriching the modern Uzbek form of education with new content. Therefore, understanding the theoretical and practical aspects of advanced pedagogical technologies and applying them to the educational process is the need of the hour. As proof of our opinion, we would like to cite as an example the lesson on the topic "Usage of the number word group in speech".

The lesson was organized on the basis of a project. After checking the attendance and readiness of the class, the teacher taught 3 students the texts created by the students on the topic "Teacher is greater than your father". He showed the text that was considered the best through a video mirror. Students found the adjectives used in the text. He organized a conversation about the meaning of the adjectives, their level, whether they are real or artificial, what function they perform in the sentence.

The content of the "Best" text was as follows:

In our people there are sayings like "Teacher is greater than your father" and "Teacher is as great as your father". I wonder which of them is correct. Father is a holy man. He gives birth to us, raises us, feeds us, clothes us, introduces us to black and white. It inspires us to be ready for the bitterness of life. But his love for his child is small. Because of this great love, sometimes children can grow up to be smart, manly and stubborn in life. The teacher, along with our big and small achievements, also notices our shortcomings like a demon and warns us. They say, "The anger of a teacher is better than the love of a father." That's why I want to say that the teacher is greater than your father.

Students found out from the text that words such as great, right, holy, black-white, bitter-sweet, great, critical, manly, stubborn, big-small, crazy, good are adjectives and they commented orally based on the teacher's questions.

The teacher singled out the names of the students who achieved good results in sports in the group and wished them success in their studies and work. He read out the text "Sport is the guarantee of our health" and showed the text with a video mirror. Pupils wrote down the words highlighted in the text in the dictionary. During this period, 5 students from the group were given the following assignments. The 1st student had to determine the sentences with the Uzbek number, the 2nd student with the odd number, the 3rd student with the dividing number, the 4th student with the ordinal number, and the 5th student with the cumulative number. After completing the tasks, they formed their own group. The groups were given the following task:

1. Find an example of a ghazal in which Son participated.
2. List the names of artistic works in which Son participated.
3. Tell the Uzbek folk proverbs in which Son participated.
4. Say riddles involving number.
5. Tell an anecdote in which Son participated.

The students of the 1st group expressively read the ghazal written by Navoi, which begins with "O'on-eog Mingolam oshubi agar boshindadur". The teacher addressed each student in the group with questions about the semantic type, structural type, function in the sentence, spelling, listened to their answers, and corrected their mistakes. In this way, each of the 28 students was able to speak and communicate in Uzbek, even if only one word.

Group 2 "One thousand and one nights", "Forty-five days", "A boy with five children", "Alibaba and forty robbers", "The first teacher", "Three brothers and sisters", "Oltovlon and the seventh", " They listed the names of works and pieces of works such as "Seven narratives about the homeland", "Effendi's forty-one flies", "One fearsome courage".

Group 3: "Someone gives one, and labor earns a thousand", "If you can get a thousand, you will take it from your mouth", "One hand cannot do what two hands do", "One good word will not be forgotten, one bad word". They cited folk proverbs such as "A word is different from a word, it has thirty-two prices", "A person with a good wrist will kill a person, and a person with a good knowledge will kill a thousand".

Group 4 submitted the following riddles:

1. He is very tall,

It has seven floors.

2. One tree has twelve branches, each branch has thirty leaves, one of the leaves is black and the other is white.

3. He is one, he has a thousand eyes.

4. He has four ears.

5. Bring a piece of bread to the world.

The students of the 5th group told the following anecdote: the Uzbek language teacher asked the students of the second stage to write an essay on the topic "What is laziness". The essay should be three to four pages long. Each student tried to explain the topic in his own way. A student handed over 3 pages of paper to the teacher. The word "Bu" is written on the first page, the word "laziness" is written on the second page, and the word "means" is written on the third page.

In this way, the connection of the topic with the science of literature - with examples of folk art helped to create a free atmosphere during the lesson and increase the curiosity of students.

Completing tasks related to word combinations and sentence formation using numbers with counting words served to enrich the students' vocabulary and master the spelling of numbers and counting words.

Exercises to follow the spelling rules related to the expression of numbers in writing, in particular, to express numbers in Arabic numerals, then in Roman numerals "Who can do it quickly and correctly?" The game helps to improve spelling literacy, students' outlook and thinking. The teacher asked the following questions.

1. When was our independence declared?
2. When was Uzbek language given the status of State language?
3. When were the basic spelling rules of the Uzbek language approved?

Pupils answered on the board as follows.

1. 1991 MCMXCI
2. 1989 MCMLXXXIX
3. 1995 MCMXCV

Pupils who completed the task quickly and correctly were encouraged.

At the end of the lesson, a 10-question test was completed to check students' knowledge of the number series. The teacher evaluated the students' knowledge on the basis of nominations such as "The most intelligent sharp student", "The best text", "The most active group", "The most intelligent student".

Among the independent word groups, students face certain difficulties in learning the verb word group. They especially confuse compound verbs and auxiliary verbs

(action verbs). Similarity confuses readers. If the essence of these two phenomena is not well taught to students during the process of teaching the verb, then in the future, greater confusion and mistakes will be made in the process of learning syntax. Taking this into account, we came to the opinion that in the process of teaching action verbs to students, it can be important to provide visibility. On the basis of the Power Point program, we have summarized the additional meanings of connecting auxiliary verbs to independent verbs in a few slides. Theoretical information about auxiliary verbs was presented on slides 1-3 (Figures 2.10-2.11-2.12).

In addition, it is possible to use various didactic games to develop the students' speech through the word series. as one of them is the game "Which one is more". It develops logical thinking and has a positive effect on the growth of students' speaking skills and abilities. It can be recommended in various ways. This can be done within one word group, within two word groups, within all word groups. The essence of the game is as follows:

1. Remove the word that is not related to the noun phrase:

- A) village, meadow, backward, hood
- V) wave, spark, sharp, flood
- S) grass, meadow, grassless, firewood

D) a computer technician, a plumber, a teacher

2. Remove the word that is not related to the adjective phrase:

- A) good, beautiful, white, honey
- V) public, vital, hungry, hug
- C) cool, clean, green, all,
- D) little, soz, water, salt

Not only that, this game can be created with the direct initiative and participation of students. In particular, assigning the students themselves to create the above type of assignments serves the same purpose. For this, the students will have to fill in the parts related to the items of the assignment.

There are opportunities to organize such didactic games in various forms for the learning process of semantic-morphological features of word groups. Depending on the readiness of the class, it is possible to reduce or increase the amount of words that make up the content of this task. There will also be an option to name this game as "Third plus", "Fourth plus", "Fifth plus". It is worth mentioning only one thing, the word "Extra" does not always have to come in the third, fourth, fifth place. If such a word occurs in different places, students' activity, enthusiasm for research, commitment to logical thinking will increase, which means that natural and realistic

conditions for creative research will be created. Its implementation will help students not to confuse word groups with each other.

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