

IMPROVING THE METHODOLOGY OF DEVELOPING ENGLISH VOCABULARY IN PRIMARY STUDENTS

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Annotation: This article discusses the issues of improving the methodology of developing English vocabulary in primary school students. Vocabulary is considered as a key factor in language learning, and the effectiveness of traditional and modern methods is analyzed. In particular, the advantages of interactive games, visual materials, multimedia tools, and the CLIL approach are substantiated with examples. The results of the experiment show that modern methods significantly increase the effectiveness of vocabulary acquisition. The author gives recommendations on taking into account psychological and pedagogical characteristics and using innovative technologies in the process of forming vocabulary in students.

Keywords: primary education, English, vocabulary, interactive methods, CLIL, game technologies, psychological and pedagogical approach, multimedia.

Among the reforms implemented in the education system of Uzbekistan in recent years, special attention is paid to the teaching of foreign languages, in particular, English. In accordance with the Presidential Decree of December 10, 2012, English began to be taught as a compulsory subject in general secondary schools starting from the 1st grade. This requires the formation of foreign language competence in students from an early age.

The primary education stage is an important period in the formation of interest and motivation in language learning in students. In particular, the process of expanding vocabulary (vocabulary) forms the main foundation of language skills. Because without mastering the necessary vocabulary, the student cannot fully develop such basic language competencies as listening comprehension, speaking, reading and writing.

Today, along with traditional approaches to teaching English, the use of modern methods such as interactive games, multimedia tools, visual materials and CLIL is yielding effective results. Therefore, it is necessary to introduce innovative approaches to teaching vocabulary, adapt them to psychological and pedagogical principles and take into account the age characteristics of primary school students.

This article analyzes the issues of improving the methodology for developing English vocabulary in primary school students, the effectiveness of traditional and modern methods and the results of practical experience.

During the years of independence, fundamental reforms were carried out in the education system of Uzbekistan. In particular, the issue of teaching foreign languages has become one of the important directions of state policy. In accordance with the Presidential Decree of December 10, 2012, English began to be taught in general secondary schools starting from the 1st grade [1]. One of the main tasks of teaching English in primary education is to expand students' vocabulary, that is, to form and develop vocabulary. Because all the basic language skills (listening, speaking, reading, writing) directly rely on vocabulary [2].

Developing vocabulary involves not only memorizing new words, but also using them correctly in real communicative situations. Therefore, it is necessary to improve methodological approaches to effectively teach vocabulary.

The issue of developing English vocabulary in primary education has been widely studied in world and domestic pedagogical science. In particular, foreign researchers Scientists such as Aitchison, Nation, Cameron conducted scientific research on the role of vocabulary in the language learning process, methods and effective strategies for gradually expanding the vocabulary. Their works emphasized that the process of teaching vocabulary is effective not only through memorization, but also through its use in communicative situations.

Also, the psychologist L. S. Vygotsky, through his theory of the “zone of proximal development”, substantiated the importance of cooperation with teachers and peers in the acquisition of new knowledge and skills by students. This idea also indicates the need to use psychological and pedagogical approaches in teaching vocabulary.

In Uzbekistan, since the years of independence, many scientific and practical studies have been conducted in the field of teaching foreign languages. In particular, scientific articles, textbooks and methodological guides have been created on teaching foreign languages from an early age, using innovative methods in primary grades, and expanding students' vocabulary. Research conducted by Karimova (2021) scientifically substantiated the fact that interactive methods significantly increase the effectiveness of vocabulary acquisition.

In general, although the theoretical and practical foundations of vocabulary development have been sufficiently studied, the development of new methodological approaches appropriate to the age characteristics of primary school students and their widespread use in practice remain relevant today.

1. The importance of vocabulary development in primary education

Vocabulary is the main tool for a student in the process of language learning. Without mastering new words, a student cannot construct sentences, understand what he hears, and express his thoughts in written speech [3].

Linguists (Aitchison, Nation, Cameron) argue that the 1000–1500 most frequently used words at the primary level create the main communicative opportunities for the student [4]. Therefore, great attention should be paid to teaching this basic vocabulary in the early years.

2. Psychological and pedagogical aspects of vocabulary teaching

Psychologist L. S. Vygotsky introduced the concept of the “zone of proximal development” in the development of children, in which the child acquires new knowledge with the help of his peers and adults [5]. Therefore, vocabulary development should also be a process in which the student actively participates.

The following psychological factors are important for primary school students:

- Propensity for game activity.
- Faster learning through sight and hearing.
- High dependence on interest and motivation.

Therefore, it is necessary to widely use visual aids, interactive games and multimedia in vocabulary teaching.

3. Vocabulary development methods

Traditional methods:

- Memorizing and translating words.

- Working with cards and lists.
- Reinforcement through exercises.

Modern methods:

- Interactive games ("Memory game", "Guess the word").
- Context-based learning (story, dialogue).
- Using information technologies (mobile applications, multimedia).
- Learning science and language together through the CLIL (Content and Language Integrated Learning) method [6].

4. Effective methods for primary school

- Learning based on pictures and visual materials - students memorize new words faster through pictures.

- Strengthening vocabulary through games - for example, verbs are strengthened through the game "Simon says", and nouns through "Bingo".

- Pair and group exercises - students use vocabulary by asking each other questions and talking.

- With the help of songs and poems - the process of memorization through hearing is accelerated.

5. Practical experiments and observations In the pilot lessons held in 2022 at comprehensive school No. 5 in Tashkent, 2nd grade students were divided into two groups:

- In the group taught using the traditional method, students mastered 120 new words in 3 months.
- In the group using interactive methods, 170 new words were mastered in 3 months.

Thus, interactive methods increase the efficiency of vocabulary acquisition by approximately 40% [7].

6. Conclusions and recommendations

The following recommendations can be made to improve the methodology for developing vocabulary in primary school students:

1. Widely use interactive games and visual materials when teaching vocabulary.
2. Each new word must be used in context (sentence or dialogue).
3. Selecting exercises appropriate to the age psychology of students.
4. Using modern technologies such as multimedia and mobile applications in lessons.
5. Teaching vocabulary not only to memorize, but also to use it in real communication.

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