

## EFFECTIVE USE OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN THE STUDY OF VOCABULARY IN PRIMARY CLASSES

### (On the example of the study of Number)

Azimov Shokhrukh Shukhratjon o'gli

Teachers of the department of "Foreign language and literature" in  
National University of Uzbekistan, English philology faculty

Urolov Sarvar Bakhtiyorovich

Teachers of the department of "Foreign language and literature" in  
National University of Uzbekistan, English philology faculty

#### Annotation:

**This article provides information on the methods of effective use of innovative pedagogical technologies in the study of vocabulary in primary classes. There are also several techniques used in the study of vocabulary in primary classes.**

**Keywords: speech, pedagogical technology, interactive method, debate method, cluster, mind attack, graphic tools.**

#### INTRODUCTION:

In the primary class native language education, the study of vocabulary is of great and significant importance. In the process of learning vocabulary, the vocabulary of students is enriched. They occupy the norms of literary-orphetic pronunciation, form paraphrase literacy. Oral and written connecting speech are growing. Others will be able to understand the idea of the higher, to master what they read, to be able to convey their thoughts to others, to the listener freely, understandably. Given the practical importance of studying vocabulary, it is not difficult to understand that it is necessary to develop effective methods of its study.

Currently, the methods, which are widely used by teachers, tested in a number of developed countries, are called interactive methods. The term "Interactive" is derived from

the English word "interact" - interaction, which means that an activity or information is interrelated, interactively resolved, in a way of discussion, debates, during thinking, in harmony. After all, one of the important requirements for the organization of modern education is to achieve high results in a short time, without excessive mental and physical exertion. Delivery of certain theoretical knowledge for a short period of time, formation of skills and skills of students for certain activities, as well as control of their activities, assessment of the level of knowledge, skills and skills acquired by them requires a high pedagogical skill from the teacher and a new approach to the educational process. In the practice of primary education, interactive techniques are widely used, such as "Smart attack", "Cluster", "6x6", "Working in small groups", "Step by step", "Venn diagram". Also, unconventional appearance of native language lessons is used in the educational process.

In the study of Number, it is necessary to apply interactive methods that form the basis of pedagogical technologies. Not all of the interactive techniques will be supported in the primary class either. Because of the students' ability, level of knowledge, vital experience will be limited.

Below we will dwell on the experience - tested interactive techniques, which can be used

in the study of Number in the lessons of the English language of the elementary class.

The use of the method "Smart attack" in the study of Number section helps to form a broad and comprehensive free-thinking skills of students. The following rules are required in the method to be followed:

1. To motivate the students to think within the framework of the problem posed, to achieve their logical expression of thoughts.
2. To stimulate the thoughts expressed by each reader.
3. To record the answer of each student on the blackboard.
4. The opinions expressed cannot be explained in this process.
5. It is not allowed to discuss and criticize the views of expressions.
6. The proposals will continue to be written on the blackboard until the end.

The problem of chosen for the "Smart attack" is that it costs the entire class community to perform individually or in pairs, to perform between small groups. Any questions cannot be put forward in the method "Smart attack", it should be questions that motivate the reader to think, which will require a different approach to the issue, it is possible to think broadly.

In the study of Number in 3-4-th classes, the following questions can be used for the method "Attack of the mind":

1. Why words are divided into categories?
2. What suffix is used with Number?
3. How Number is summed up with suffixes?
4. What is the correlation of the Number with the Noun?
5. How are written numbers?

Interests appear in pupils by this method: - "What does express the Number in the text?"

After that, they were asked the following questions:

1. What information did you know about the suffixes that the numbers take?
2. Which suffixes do not you know the number will take? Do you want to know them?

It turns out that the teacher's question is another means of viewing the abilities of students to know. Depending on the context or situation in which the questions are used, it will motivate the students to move forward, to strive towards knowledge, to increase their level of thinking. Through this method, students will be able to understand the value of their thoughts, their contribution to general understanding and developing of imaginations.

One of the interactive methods used in the study of the word series of numbers in the lessons of the primary class native language is the "cluster" method. Cluster so means "connection". Clusters can be used in the calling, understanding, and thought stages of the lesson. This method is a structure that gives the opportunity to think about the relationship between different ideas. This method ensures a thorough mastering of the subject by the students. The "Cluster" method can be used to work with students individually and use them as a group.

This method provides an opportunity to summarize the phenomenon of the language under study and find out the relationship between them. Keywords, word combinations or sentences are written on the class writing whiteboard or on a large sheet, and when compiling sentences in the method of "Cluster" depending on the relevance of the language phenomenon, all students are required to participate, if it is done with the class team on the whiteboard or on a large sheet.

The use of networking method in the study of number vocabulary is very much interest to students in the lesson. It is desirable to use the networking method in the formation

of the Number. At lessons students should be asked the following questions:

- What kinds of words do we knit according to their meaning, which denote the quantity? Their answer is written on the blackboard.

After that, the words that denote the quantity: one, two, ten, twenty-first, three, three are included in the network.

The teacher asks the question: think, what can be called this quantity words in one word?

The use of cluster building on the subject of the number before studying the subject motivates readers to think deeply. As the Methodist scientists say, compiling the cluster in the process of starting the study of the subject proves that it is a "strategy of reaching knowledge."

The "Zig - zag" method also gives a good effect in the generalizing-repetition lesson on the part of the "series of words". The class community is divided into small groups at this method. In each team there will be 6 students, in each group a manager will be appointed. He complements the opinions expressed by his team and puts them into the system. When dividing into groups, colored circles can be used.

Students who received the same circle, united around one table. It is necessary to rely on the equality of powers in this.

For the 1<sup>st</sup> group.

1. Which parts of speech do you know?
2. What suffixes are added to words in the type of the number? Tell the functions of the suffixes that will be added to the number.

For the 2<sup>nd</sup> group.

1. Which parts of speech do you know?
2. What did the Number? What signs does it denote the Noun?

For the 3<sup>rd</sup> group.

1. Which parts of speech do you know?

2. How are the words denoting quantity called? What suffixes does it take? What function do these suffixes?

For the 4<sup>th</sup> group.

1. Which parts of speech do you know?
2. Represent the ordinal number-forming suffixes in the cluster and explain them with examples.

For the 5<sup>th</sup> group

1. Which parts of speech do you know?
2. Denote the features of the Number in the cluster. What do the numbers denote in quantity and order?

They use graphical tools in studying the number. In the exercises given in this, or in the dissemination materials, the places where the Number is put are indicated by a hyphen or a checkerboard. Graphic images along with the fact that students are very hands on in the cultivation of outlook thinking, it increases the student's interest in mastering the written form of the language, ensuring that they understand that the language is a whole molded system. Especially difficult to master is a great methodical help to readers. If the graphic image is of a creative character, they activate, developing the creative thinking of the readers.

The use of educational games in the study of the number vocabulary is also considered as a means of increasing the activity of students, ensuring their interest in the lesson.

Today, the demand for the teacher requires him to be sought after, to work on his own. Because the increase in the activity of students depends on how the teacher organizes the lesson, how much interest the students receive.

#### REFERENCES:

- 1) Karimov I.A. Yuksak ma'naviyat – yengilmas kuch. (High spirituality is an invincible force) - Tashkent:- "Ma'naviyat" ("Spirituality"), 2008.

- 2) Karimov I.A. Our main task is to further improve the development of our homeland and the well-being of our people. - Tashkent: "Uzbekistan", 2010.
- 3) The state educational standard in the New Edition on Primary Education/ / Primary Education.- Tashkent, 2005.- №5, p5,6,8-9.
- 4) The state educational standard in the New Edition on Primary Education/ / Primary Education. - Tashkent, 2005.- №5, p21-33.
- 5) Azizkhojayeva N. Pedagogical technologies and pedagogical skill. - Tashkent: publishing house of the Literary Foundation of the Writers' Union of Uzbekistan, 2006.
- 6) Rozikov O. and others. Didactics of mother tongue. - Tashkent: Generation of the New Century, 2005.
- 7) Yuldoshev J., Usmonov S. Fundamentals of pedagogical technology. - Tashkent: Teacher, 2004.
- 8) Yusupov M. Improve the efficiency of reading and writing classes.- Tashkent: "Teacher", 1990.