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Basic Methods and Techniques for Enriching Vocabulary in Elementary School Mother Tongue and Reading Literacy Lessons.

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ANNOTATION: This article is about enriching the vocabulary of students, cultivating their connected speech, improving literary and aesthetic thinking, forming a culture of speech, teaching them to provide speech expressiveness. Practical instructions are given to primary school teachers on the organization of vocabulary work.

KEYWORDS: thinking, phrases, paronym, synonym, formative words, methodological method.

In order to develop the Uzbek language in our country and raise it to the level of world languages, great work is being carried out, including the adoption of the decree "on measures to radically increase the prestige and position of the Uzbek language as a state language " by the president of the Republic of Uzbekistan Shavkat Mirmonovich Mirziyoyev on October 21, 2019, An important historical event was the speech of our distinguished president at the 75th session of the UN General Assembly, which took place on September 23, 2020 in the form of a videoconference. This performance, as a reality of many years of dreams of our people, gave pride and pride to all our compatriots, to a person who considers himself a representative of this nation, and brought gratitude to their hearts. Indeed, the Uzbek language is one of the conditions of existence of the Uzbek nation and is as old as the history of the people.

In the curriculum of primary classes, it is said that "lessons of the native language and reading literacy are an important factor in enriching the vocabulary of children, growing their connected speech, improving literary and aesthetic thinking, forming a culture of speech, ensuring speech expressiveness." These tasks are performed through the study of grammatical topics, observation and analysis of exercise texts, special vocabulary-grammatical exercises. The main goal of teaching the native language is also determined by the role, function of the language in society. The science of the native language prepares students for the activities of expressing opinions and educating them. Thought comes true through language, so it is essential that everyone knows the language and its use. To achieve this, special attention should be paid to working on vocabulary in native language lessons. In vocabulary work, the meaning, pronunciation and spelling of a word are kept in attention. The main purpose of working on these is to achieve the use of them in speech by my reader when the need arises, to ensure that they understand the speech of others. To do this, the teacher must pay attention to the meaning of each word used in native language lessons and in educational processes: excursion, mutual conversation, vocabulary used at various events, determine which of them requires special work. In order for the vocabulary of the language to be mastered by students, words and their meanings are introduced in native language lessons as follows:

1. 0 ' introducing users to unfamiliar words and phrases. This may be the first time students come across words and phrases from textbooks. Even if this word is not a newly formed word, the reader does not know its meaning, then it is considered a new word for the reader . For example, in the textbook "native language and reading literacy" of the 1st grade, bacteria (small living organisms invisible to the eye), ildam (agile, fast), izgirin (very cold wind), project (drawing up a plan in advance to do one job), grafting (connecting a branch of a plant to a branch of another plant), spiritual (related to the mood of a dug, usually a depth with a wider bottom), encounter words such as chatter (bad, wrong, wrong). The meaning of such words can be explained by bringing synonyms and expanding them, by explaining them with words with opposite meanings, by solving the meaning by composing a sentence, by creating a concept through pictures. Such performance creates sensitivity in students to word meanings.

2. Introducing readers to the new meanings of the word. Pupils mastering the meaning of multi-meaning words is carried out in stages. If in grades 1-2 students get acquainted with one or two meanings of a multi-meaning word, then

in grades 3-4 they will again know their other meanings. In the process of studying all levels of language: phonetics, lexicon, word composition, morphology, syntax, the meanings of pictorial expressions, phrases, words with a meaning, formative, contradictory meaning are explained on the basis of different types of work. For example, when explaining the phrase "the eye fell", the following questions and tasks are used: — compare this phrase with the combination "apple falling to the ground." - Which one is applying in its own sense? (falling apples to the ground) - which compound is used in a different sense? (falling eye)-what does the combination "falling eye" mean? (On sin, righteousness and judgment.) It seems that the comparison method is considered an effective method in interpreting word meanings. It is also worked in this way on the meaning of such phrases as "in the Talvas of John", "on the neck of OSA", "life boils", "with his lungs in his arms". In the textbook of the native language and reading literacy of the 1st grade, "he lost his time equal to gold" (., the value of time)", "spring in the field-steppe, a beautiful embroidery of thorns", "elagin nailed cloud" (., there is no time for Dilmurad)", "the sleeping creature in the miq is the only one" (., Winter)", "The Sun in the Blue meshpolvon's games"), 3rd grade mother tongue in Part 1 of the Reading Literacy textbook" there is a honey language", "we will be Wing to you" (., native land)", "in a mysterious jar named brain", "the mind is like a rare jewel, the head is treasure" (., if the mind is used a lot, is reduced)", "Soft as a carpet. Working on artistic and pictorial language tools such as " (., pasture pleasure"), like an invincible bird, example in a dream, encourages the reader to use words and phrases correctly and appropriately in speech, increasing the emotionality of speech.

3. Work on the meaning of words that are little used in the language of students. Some words related to the literary language are little used in the speech of readers. The reader does not understand enough of the meaning of this word. In its place applies words related to simple speech, outdated or dialect. It is necessary that the teacher create a situation that forces them to be applied in speech in order to replace them with biblical words, generating a need. For example, vast — there is no end, no limit — incredibly wide, azim — huge — incredibly large, paradise — beautiful, gard — dust — defect, emblem — Symbol — Symbol, tiyrak — serharakat — insightful — like sober. Even when written work is being carried out to activate the application of words, the focus of readers is on replacing some words with another. In the 1st grade, it is required that the units of speech of the student who is composing an oral story based on pictures are different from each other, and one does not return the word of the other. For example, Land — country, abundant, abundant, chatty — bad, error, wrong, anhor-big ditch, income — profit, overwhelming — very much, like plenty. Even in the process of preparing for writing a written statement (Grade 2), attention should be paid to replacing words with another, choosing biblical words. Textbooks have used a lot of artistic expressions with a portable meaning that affect the child's feeling, working on them purposefully makes the reader's speech attractive, bringing their speech closer to the literary language.

4. Work on newly appeared word meanings. Such words have been used a lot in the textbook in the current national curriculum. When such words are worked under the rubric "good learned", separating what is associated with the life of children, the student's speech develops in times with the Times.

5. Introduction to the meaning of grammatical terms. First of all, the correct pronunciation, spelling of grammatical terms is taught. After that, on the basis of examples, its content is opened, and then, by teaching and performing exercises, a full-fledged understanding of the meaning of the term is achieved.

When working on vocabulary, the following methodological methods are used:

1. Comparison of word meanings and their interpretation. This method is used in the interpretation of words and phrases with a portable meaning, paronym words, meaning, spelling, pronunciation of formative words. For example, shrew — girdle: a person's feature (sensitivity) — shrewd; ear wearables — girdle. The pronunciation of this word is also of two types.

2. Teaching the spelling, meaning and pronunciation of words through a method of observation. This method is used in the process of learning related words, when teaching the subtleties of meaning, spelling, pronunciation of such adjectives as blue-blue, white, Crimson. For example, readers observe the composition of the words flowerbed, florist, flowerbed, flower-free, gulla, interpret the difference in the meaning of these words and begin to realize that the language is enriched at the expense of new words. At this point, the teacher must say that it is the student's duty to learn to think clearly by turning words into his own. The observation method is also used to teach the spelling of the word, the forms of which are changing: mouth+im — my mouth, sister+im — sister, she+to - him.



3. Method of grouping words according to their signs. Grouping is a method of mental activity, which is important in increasing the vocabulary of my student in the lessons of the native language. This method allows you to distinguish between meaning, Category, origin, spelling, slot, which refers to the word. Grouping is associated with the method of observation and comparison. To Group words, they are first observed, then compared. In this process, their similar and different sides are distinguished: for example, the grouping by nationality can be as follows:

1. Father Seed: father, uncle, uncle, dad, grandmother, grandmother. 2. Mother seed: mother, aunt, uncle, grandmother, grandmother. Adjectives that indicate a feature in adjectives (playful, heavy, tense, intelligent, insightful, insensitive, impudent, etc.), taste-expressing adjectives (sweet, bitter, sour, Tahir, salty, tasty, tasteless, chuchmal, etc.) and so on can be organized in the form of a grouping competition. It is also possible to write the work of compiling a list of words in a certain group alphabetically. The following tasks can be used to group in the process:

1. Make a dictionary of the name of children's games. 2. Make a list of the names of the poet you know. 3. Make a list of fairy tale names. 4. Make a list of place names. 5. Make a list of meaningful words and more. These are organized depending on the topics studied, the texts of the exercise. The Explanatory Dictionary of the word can be compiled on a class or school scale, hung up and included in general terms . It is also possible that a " mysterious chest " will be organized in it. When readers have difficulty knowing the meaning of which word, they write that word and throw it into the crate. In the lesson at the end of the week, these words are worked on the meaning, spelling, explanation.

In conclusion, the main methods and methods of enriching vocabulary in the lessons of primary school mother tongue and reading literacy are the enrichment of students ' vocabulary, the cultivation of coherent speech, the maturation of literary and aesthetic thinking, the formation of a culture of speech, ensuring speech expressiveness and teaching them to be able to correctly, intelligibly and competently express their

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