

## WAYS TO INCREASE THE VOCABULARY OF SCHOOL-AGED STUDENTS

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**Annotation:** From the point of view of the creative role of activity in social development, of particular importance is its division into reproductive activity (aimed at obtaining an already known result by known means) and productive activities.

**Key words:** Interlocutor, conversational skill, conditional sentences, try, aloud, attention, various classifications.

There are various classifications of forms of activity [Stepin 2001] - division of activity into spiritual and material, production, labor and non-labor, etc. One of the types of activity, along with work and play, is educational activity, or the process of mastering objective and cognitive actions, based on the mechanisms of computer science. understanding the material through its transformation, solving typical problems in changed conditions by identifying basic connections between the subject conditions of the situation, generalizing the principle of solution, building a model of the process of solving a problem and control.

Highlighting speech activity as a separate type of activity, A.A. Leontyev clarifies that “speech activity, as such, does not exist. There is only a system of speech actions included in some kind of activity - entirely theoretical, intellectual or partially practical. A person has nothing to do with one speech: it is not an end in itself, but a means, an instrument, although it can be used in different ways in different types of activities” [Leontyev 1969: 18]. The main characteristic of speech activity is the unity of communication and communication, expressed through the simultaneous implementation of several functions of the language in speech activity. To the functions of the language A.A. Leontyev says:

1. Behavior regulation function, which appears in one of three possible options:
  - a) as an individual-regulatory function, i.e. as a function of selective influence on the behavior of one or several people;
  - b) Completely, the fymmentive fymmentation is in the YCLOVISIONAL MACCOM Commentary (Opatopa, Pad, Glass), Rass ny aydito;
  - c) as a self-regulatory function – when planning one’s own behavior.
2. Function of the instrument of cognition.
3. The function of mastering the socio-historical experience of mankind.
4. National-cultural function.

##### 5. Function of the instrument of thinking [Leontiev 1969: 20].

The game is a way for children to interact between themselves and the teacher. The teacher performs various roles during the game. On the one hand, he directs the educational process, organizes the education of schoolchildren, and on the other hand, he acts as a participant in the game, a partner, directs the student to complete the games new tasks, and if necessary, shows a pattern of behavior in the game. Taking part in the game, he at the same time monitors compliance with the rules.

The gaming method provides great opportunities for increasing communicative activity in foreign language lessons. Gaming activity is characterized by convention, a certain departure from reality. Game activity and the results of the game can be of a symbolic nature; there is an element of uncertainty and unpredictability in it. Through the game, the communication process is modeled.

Didactic games include games with a certain set of rules, specially developed in pedagogy for the purpose of teaching and raising children. They are aimed at developing cognitive processes,

such as memory, logic, thinking, attention.

The socio-psychological impact of the game manifests itself in overcoming the language barrier and in the formation of a culture of communication, in particular the culture of dialogue, the ability to correctly ask a question and answer the question asked.

In the independent Republic of Uzbekistan, the work towards the construction of a democratic-legal, civil society of social development is being carried out step by step. The ultimate goal of all our reforms is to create decent living conditions for citizens. It is for this reason that raising a spiritually well-developed person is one of the most important tasks. Therefore, from the very first steps, the goal was to bring the national education system up to world standards. The implementation of such ambitious tasks could not be ensured without reforming the existing continuous education system in the country. A perfect personality can be formed only in continuous pedagogical processes. Neither the state nor the society can be developed without the formation and development of the individual. Continuing education is the most important factor that has a rapid impact on the process of personal development.

At this point, if we look at the best experiences of the educational system in several developed foreign countries of the world, there is a trend towards reducing the number of students in the class in German schools. Individual packages (assignments) are distributed to each of such students. The student performs tasks independently, and when necessary, he consults with the teacher.

At the initial stage, important attention is paid to pronunciation. According to Harmer, the first requirement of native speakers during the conversation is pronunciation. At the beginning of the learning process, the teacher should focus on

the student's pronunciation. Grammar and vocabulary are important, but if the speaker's pronunciation is wrong, it's all worthless. Native speakers can understand the speech even with grammatical errors if the speaker pronounces the words correctly. Therefore, the main focus in teaching is on pronunciation. In this case, using different audios of native speakers gives good results. The teacher should teach the correct pronunciation of letters and words during the lesson. At the initial stage, great attention is paid to the development of oral speech and reading techniques. If we consider the types of speech activities of teaching a foreign language, it is necessary to perform the following tasks when teaching them:

- a) Creating a reading mechanism;
- b) Developing oral reading techniques;
- c) Teaching to understand what he has read

At the initial stage, a large place is allocated to reading aloud. The texts assigned for reading are also the most simple and simple, gradually increasing in complexity. But it should be said that, despite the fact that work activities at the initial stages are mainly focused on the development of oral speech skills, they cannot solve the problem of developing oral speech in English. He only passes the preparatory stage to work on the actual oral speech. In addition, reading words beautifully and fluently increases the student's love for learning this language.

#### 1. Try to predict text

As soon as you pick up a book or open an article, try to guess what it will be about from the abstract, introduction, or title. If you have an interlocutor or you are studying with a teacher, express your assumptions aloud, tell us what they are based on.

#### 2. Read aloud

Reading aloud is an excellent practice for speaking. Try to pronounce each word correctly, with the correct stress. Watch the intonation - try to convey the emotions of each character with the help of articulation. You can use audio recordings for this. Find an audiobook and read the text in parallel with the speaker, imitating all his intonations.

#### 3. Retell the text

Tell your friend or teacher what you learned from the article or book, what it means, what you think the author wanted to say. It is best to retell the text from the perspective of one of the characters. At the same time, you can add text "from yourself", change the plot at your discretion. The main thing is to use new words and phrases for you.

#### 4. Express your point of view

After the retelling, express your opinion about the text: did it "hook" you, is the described situation close to you, did something similar happen to you, do you agree with the author's point of view, etc.

#### 5. Answer questions and do exercises

If you are studying English with a friend, read the text together, and then ask a fellow student to ask you questions to understand the meaning of what you read. Answer as detailed as possible, try to use new words that you met in the text. If you do not have an interlocutor, we advise you to purchase adapted literature of your level. These books have many advantages, we wrote about them in detail in the article "Is it useful to read adapted books in English?" One of the main advantages is the availability of questions and various exercises for each chapter of the book. Answer questions and do tasks out loud to improve your English speaking.

#### 6. Compose your questions to the text

Ask your interlocutor questions about what you have read. If you are studying on your own, just make questions to the text. Try to come up with as many interesting questions as possible, and then you can answer them in detail by retelling passages of the text.

#### 7. Have a discussion

If you are studying with a teacher or friend, have a debate. Pick up 2 articles in which the authors express the opposite opinion and discuss them. Formulate arguments "for" and "against" each of the points of view.

#### 8. Continue the story

Read a short story, an anecdote and try to continue the story. Tell what could happen to the characters of the story in the future, how events developed, etc. Thus, at the same time, you will repeat in practice the construction of conditional sentences of the second type.

#### 9. Act out the skit

For this exercise, you will need a partner who is also interested in learning how to improve your spoken English. Take some dialogue, read it aloud in roles, and then continue the conversation with the interlocutor, imagine what the characters of the dialogue could talk about next, improvise and hone your conversational skill.

#### 10. Study biographies

You probably have a favorite writer, actor or musician. Read his biography or some facts from life in English, and then try to tell your interlocutor about the idol.

Now you know how to improve spoken English for those who love to read. Use these simple tricks daily and you will soon notice progress in speaking. And if you experience fear or difficulty speaking a foreign language, we recommend that you familiarize yourself with the techniques from the article "How to overcome the language barrier in English: 15 valuable tips."

Learning spoken English is the dream of every student. But how can reading help in this matter? We believe that an interesting text is a great help for speaking practice. For maximum benefit, it is desirable to involve an interlocutor in this process - a friend

or teacher, but if this is not possible, study alone, with a good book or article it never gets boring!

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