

**FORMS, METHODS, AND TOOLS OF WORKING ON VOCABULARY IN
PRIMARY GRADES***Ergasheva Mohinur Turobjon kizi**4th-year student, Department of Primary Education, Kokand SU**Akbarova Munira Shavkatovna**Assistant Lecturer, Kokand State University, PhD*

Abstract: This article analyzes the forms, methods, and tools used to enrich the vocabulary of primary school students, as well as to develop their independent thinking and expressive speech skills. Within the framework of the new state educational standard, the teacher's professional knowledge and methodological competence are considered essential factors. Through vocabulary-focused activities, students master literary language, activate passive vocabulary, and develop the ability to use words in accordance with language norms. Furthermore, the article explores the methodological foundations, practical forms, and scientific-research aspects of vocabulary development, presenting effective strategies used in this process.

Keywords: Primary education, vocabulary development, lexicology, methodology, student vocabulary, active vocabulary, literary language, pedagogical skills, speech development, linguistics.

Introduction

Primary education lays a strong foundation for children's comprehensive development, including conscious and expressive reading, accurate writing, counting, and cultural behavior. It is the cornerstone of general secondary education. Only if a student gains solid and deep knowledge in primary school can they successfully master subjects in higher grades. According to the new national curriculum, the successful implementation of educational tasks largely depends on the teacher's knowledge, ideological commitment, professional skills, and cultural awareness. Teachers must also focus on fostering independent thinking skills in students. Proper pedagogical preparation is crucial for effective instruction.

From the first grade, literacy development becomes a fundamental responsibility of every primary school teacher. Collaboration between teacher and student is essential. When teaching each letter, educators must focus on pronunciation, syllable formation, and gradually move towards reading full words through games and interactive methods.

Main Part

Words and phrases express concrete objects, abstract concepts, and emotions. The total set of words and phrases in a language is called vocabulary or lexicon. Lexicology is the branch of linguistics that studies the vocabulary of the Uzbek language. It explores how words function in speech, their usage frequency, the evolution and obsolescence of words, and the phenomenon of semantic shift. Therefore, lexicology serves as the linguistic basis for methods of vocabulary instruction.

Effective speech is composed of grammatically connected and contextually appropriate words arranged logically. A person's vocabulary richness directly influences the quality of their speech, enabling clear and expressive communication. Vocabulary diversity, richness, and flexibility are essential for successful speech development. In schools, vocabulary instruction follows four main directions:

1. **Enriching students' vocabulary** – Learning new words and acquiring additional meanings of familiar words. To expand vocabulary, students should learn 8–10 new words daily, including 4–6 from mother tongue lessons.
2. **Clarifying word meanings** – This includes:
 - Understanding partially learned words through contextual usage, comparison with synonyms and antonyms.
 - Grasping figurative meanings and polysemy.
 - Learning synonyms and their nuances.
 - Acquiring meanings of common idiomatic expressions.
3. **Activating passive vocabulary** – Helping students use words they understand but do not yet apply in their speech. This is done by forming word combinations and sentences, and encouraging usage in retelling, discussions, and writing.
4. **Deactivating non-standard words** – Removing non-literary or colloquial expressions from students' active vocabulary. Literary texts are the most reliable sources for enriching vocabulary and ensuring adherence to language norms. Words acquired through environmental influence, dialects, or social slang gradually exit the students' speech as their literary competence grows.

Vocabulary development is supported by:

- **Environmental observation** – Nature, daily life, games, education, and interaction with adults. During excursions and institutional visits, children encounter and learn many new terms, reinforced through post-excursion discussions.

Key Methods of Vocabulary Work

1. Vocabulary Analysis

This involves examining the meanings and relationships of words in a vocabulary. The first step is identifying semantic features, including meaning, form, and usage, along with their connections to other words.

2. Vocabulary Creation

This is a key tool in describing a language. Linguists determine the meanings, grammatical and phonetic features of words. New dictionaries are created by referencing existing ones, with awareness that words are dynamic and polysemous.

3. Studying and Using Vocabulary

This is conducted through diverse methodologies aimed at improving language learning. Exercises and strategies help students retain new words and link them logically for practical use.

Scientific Perspective on Vocabulary

Analyzing and using vocabulary through a scientific lens is essential. In linguistics, vocabulary serves as a tool for research and monitoring language evolution. Lexicographers use dictionaries to explore language development and make linguistic inferences. Vocabulary study aids in understanding word interrelations and analyzing meaning from different perspectives. Dictionaries are vital for fields such as linguistics, semantics, and pragmatics. A well-analyzed dictionary reflects not only the current state of a language but also its historical development.

Conclusion

Systematic and targeted vocabulary instruction in primary school plays a crucial role in expanding students' linguistic knowledge and enhancing their ability to articulate ideas clearly. Teachers' efforts in this area help students not only learn new words but also understand and use existing vocabulary accurately, build synonymic and antonymic relationships, and foster speech culture. Analytical, creative, and practical approaches to vocabulary work unlock

students' creative potential and guide them toward mastering literary language norms. Thus, vocabulary instruction is the foundational element in developing students' linguistic and cognitive abilities during primary education.

References:

1. Shavkatovna, A. M. (2023, November). BOSHLANG'ICH SINFLARDA ERTAKLARNING TURLARI BILAN ISHLASH. In Proceedings of International Conference on Scientific Research in Natural and Social Sciences (Vol. 2, No. 12, pp. 34-39).
2. Shavkatovna, A. M. (2023, November). BOSHLANG'ICH SINF O'QUVCHILARIDA KITOBXONLIK MADANIYATINI SHAKLLANTIRISHDA ERTAKLARNING TUTGAN O'RNI. In Proceedings of International Conference on Educational Discoveries and Humanities (Vol. 2, No. 12, pp. 158-162).
3. Shavkatovna, A. M. (2023, November). BOSHLANG'ICH SINF O'QUVCHILARINI ERTAK JANRI BILAN TANISHTIRISH. In Proceedings of International Conference on Scientific Research in Natural and Social Sciences (Vol. 2, No. 12, pp. 29-33).
4. Shavkatovna, A. M. (2023). UNUSUAL COMPOUNDS AS A FACTOR INCREASING THE LINGUOPOETIC VALUE OF THE LITERARY TEXT. JournalNX-A Multidisciplinary Peer Reviewed Journal, 9(5), 311-315.
5. Shavkatovna, A. M. (2023). Unusual Compounds: Oxymoron and Occasionalism. Open Access Repository, 9(7), 148-150.
6. Shavkatovna, A. M. (2023, November). OKSYUMORON-BADIIY, LINGVOPOETIK VOSITA. In Proceedings of International Conference on Educational Discoveries and Humanities (Vol. 2, No. 12, pp. 153-157).
7. Shavkatovna, A. M. (2023, November). G'AYRIODATIY BIRIKMALAR VA ULARNING BADIY MATNDA QO'LLANILISHI. In Proceedings of International Conference on Educational Discoveries and Humanities (Vol. 2, No. 12, pp. 163-167).
8. Shavkatovna, A. M. (2023). UNUSUAL COMBINATIONS IN THE INTERPRETATION OF PROFESSOR NIZOMIDDIN MAHMUDOV. Open Access Repository, 9(11), 137-40.
9. Shavkatovna, A. M. (2023, November). SINESTETIK METAFORA VA GAYRIODATIY BIRIKMALAR. In Proceedings of International Conference on Scientific Research in Natural and Social Sciences (Vol. 2, No. 12, pp. 40-44).
10. Shavkatovna, A. M. (2023, November). SINESTEZIYA VA GAYRIODATIY BIRIKMALAR. In Proceedings of International Conference on Educational Discoveries and Humanities (Vol. 2, No. 12, pp. 148-152).
11. Shavkatovna, A. M. [G'ayriodatiy birikmalar badiiy matnning lingvopoetik qiymatini oshiruvchi omil sifatida](#). Муаллим ҳам узликсиз билимлендириў. Илимий-методикалық журнал, 28-32
12. Qosimova K. va boshq. Ona tili oqitish metodikasi. T.: «Nosir», 2019
13. Qosimova K. Boshlangich sinflarda ona tili o'qitish metodikasi. –T.:«O'qituvchi», 2018
14. G'ulomov A. Ona tili o'qitish printsiplari va metodlari. – T.: «O'qituvchi»,2020.
15. G'afforova T. va boshq. Savod o'rgatish. – T.: «O'qituvchi», 2017.
16. G'afforova T. va boshq. O'qish kitobi. Umumiy o'rta ta'lim maktablarining 1-sinf uchun darslik.Sharq. 2021