

READING AS AN IMPORTANT SOURCE OF VOCABULARY REPLENISHMENT FOR STUDENTS

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Annotation: This article provided information about the pedagogical importance, conditions, methods, means of improving the vocabulary of students. The reading approach is scientifically based on the fact that readers are an important means of increasing vocabulary. The pedagogical possibilities of Group and individual organization of reading activities in increasing the vocabulary of students have been analyzed.

Key words: Reader, vocabulary, reading, educational process, reading, comprehension, speech, communication.

Reading gives readers intellectual satisfaction and emotional uplifting. Interest in the book activates the speech of readers, their cognitive thinking capacity develops, the reserve of words increases. One of the main tasks of the educational process is to develop thinking skills by increasing the vocabulary of students. To do this, they are required to regularly engage in book reading. Noted educator V.A.Sukhomlinsky had likened the books to a window that taught readers the outside world.

Reading-determines what to teach students and with what tools to grow their speech. With the help of reading, Not only speech and mental activity is formed, but also the skills of using the word, understanding the meanings of the word, their appropriate use are developed. The focus is on improving the vocabulary of students in the teaching of all educational subjects and in the pedagogical processes outside the classroom. It is eaten with the help of more reading. Reading activities of students are the main form of Educational Labor. To perceive reality in the book, readers are required to understand the meanings of the words that describe this reality. After reading the book in its entirety, it is necessary to create favorable situations so that readers can work on new words in it, understand words and phrases that they do not understand using a dictionary.

In increasing the vocabulary of its readers, it is required to organize reading activities in a group and individual way. In this process, in an independent way, readers enter the dialogue environment expressed in the book. As a result, readers will have the opportunity to consciously choose the works they read and, alternatively, master the words in it during acquaintance with the book. The reading process, which is organized in order to increase the vocabulary of students, includes the following three areas:

- that students have the motivation to read a book and realize the main goals that are pursued from it;
- to have a clear idea of books, their vocabulary and the possibility of developing speech activity;
- the fact that they have the skills to understand the meaning of difficult words in the read book and activate it in their speech.

It is important for readers to read a book, to form the motives of mastering the meanings of the words in it. Readers try to interpret the pictures and illustrations given in it during reading the book. As a result, they refer to certain words and activate it in their speech. The images and illustrations given in the books enrich their vocabulary, activate their speech, affecting the emotional spheres of students. In the process of communicating on the works that students read themselves, their vocabulary increases and their speech is activated, especially in the process of reading, conditions are created for the active use of difficult words that students have learned in their speech. It promotes the generation of situations in which students, their syndos, teachers, parents and adults have more conversation, mutual exchange of ideas, discussion and knowledge and discussion of what they do not know.

Readers ' vocabulary develops more intensively with the help of the books they love. These books primarily affect the area of their interests and promote their effective development. To do this, teachers need to show that parents have a positive attitude towards the book and give readers the meaning of difficult words that are used in it. It is required to regularly introduce readers to books on the internet pages or various social rollers with a reflection of reading. Generating a positive attitude towards books promotes students ' easy mastery of educational materials, mastery of texts, pictures in textbooks with a creative approach. By ensuring that the texts and images in the books serve to increase the vocabulary of the readers, and by achieving them to be compatible with their worldview, it is possible to develop their intellectual spheres intensively. To develop the interest of readers in mastering new words, it is necessary to taste the attractiveness of books and dictionaries, where fiction contains samples. This requires enriching the content of images and illustrations, ensuring their brightness. Students are thus required to work systematically on teaching word meanings in order to work with the book, to gain a deeper understanding of the content of works of fiction. The lack of reading is causing readers ' vocabulary to not only become impoverished, but also their worldview, intellectual and spiritual spheres to not develop in a full-blooded way.

In order for students to develop their vocabulary in a systematic way, it is of particular pedagogical importance for them to fall in love with works of art and to read with special interest, to approach each word and phrase in it with special attention to an in-depth analysis of the speech of characters. Teachers, on the other hand, are considered important for students to emphasize the characteristic aspects of character speech, the need to focus on the meanings of the words and phrases used by them. Only then will it be easy for students to master learning materials. Teachers regularly control what books interest their readers, what genre of folk oral creativity and samples of children's literature they read with special interest, as a result of reading such works, they study to what extent the words in the topic are activated, analyze their purpose. To do this, the teacher must regularly ask questions with each student about the books he has read, the words he has mastered in the process of reading these books, about the meanings of these words, analyze the answers received. It is necessary to keep in mind that such pedagogical actions are also carried out in the lessons of the mother tongue, reading, literature, upbringing and history, the basics of economic knowledge. Because the process of increasing the vocabulary of students has an integrative kharater, which requires science involvement.

Particular consideration of their interests is important in the organization of readers ' reading. Only then will they carefully read the text of the work and try to understand the meaning of

each word in it. As a result, the words in the text of the work take their place in the composition of the vocabulary and serve to develop logical thinking skills. It is only when readers selectively read samples of fiction based on their own desires that reading becomes an interesting activity for them and study the words in the text with special interest.

Today, the insufficient development of readers' vocabulary: distorted pronunciation of words in radio, televedeniya and other media, the presence of words specific to the dialect, the observation of cases of withdrawal from literary speech norms, the abundance of words from Russian and foreign languages, the decrease in attention to word meanings due to the progress of Science and technology, the lack of, classes may show inadequate vocabulary work situations, inadequate emphasis on children's reading in most families, and inadequate training and assignments aimed at improving students' vocabulary.

Teachers are not focusing enough on students engaging in dialogue with the heroes of the work. It is known that such pedagogical situations motivate readers to work on the text, talk to the heroes of the work, enter into dialogue, as a result of which their vocabulary develops in a systematic way, the possibilities of their own self-development expand. Teaching students to communicate with the heroes of the work is a complex pedagogical process that requires communicative activity from them. As a result of such activity, the vocabulary of students increases to the level and favorable conditions are created for them to master new words. As well as working on the text, they engage in dialogue with the characters they love. Such a dialogue, in addition to the development of communicative competence of students, prepares them for an interpersonal relationship, serves to form the skills of speech etiquette.

Students are systematically taught to work on the text of a work of fiction, to engage in dialogue with the characters, resulting in the development of their vocabulary. Students will have the opportunity to make words, interpret the meaning of words, compose sentences through them, and then create texts, using each word in the process based on its meaning, starting from the elementary grades. As a result of such training, the experience of careful attitude towards the word is formed in students. In these goal-oriented activities, students' reading techniques develop, and their skills to articulate and understand other people's thoughts improve.

One of the important skills that teachers put before them today and are required in their DTS is the development of students' reading techniques and vocabulary. That is why in classes, students are required to work with additional literature, as well as textbooks. Especially as a result of reading samples of fiction in lesson and extracurricular situations, analyzing, establishing communication situations with the heroes of the work, students will also be able to enrich their vocabulary based on their own self-development.

Teachers are always ideal for students. They try to imitate the teacher's speech, behavior, and use the words and phrases they use in their speech. That is why it is of particular pedagogical importance to achieve that the teacher's speech is a benchmark for students. If the teacher's speech, especially the vocabulary, is sufficiently developed, students will follow it and try to enrich the vocabulary, to use beautiful and meaningful words in their speech. Alternatively, teachers are also required to love books, recommend colorful books to students, and teach ways and methods of working on the text. Because as a result of the library, readers develop thinking, vocabulary, attention, aesthetic taste, spiritual moral qualities, communicative competence, in a systematic way. All this serves to develop their speech competence.



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