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ANALYSIS OF EXAMPLES OF VOCABULARY LEARNING STRATEGIES AVAILABLE ON THE INTERNET DURING THE LESSON

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Abstract: We dealt with a way to improve pupils' abilities to explore, store and usage of vocabulary items; determined the role of vocabulary teaching and how a teacher could help their learners; laid emphasis on self initiated independent learning with strategies, in which formal practices, functional practices and memorizing could be included.

Key words: Formal practices, functional practices, student, development, new pedagogical technologies, fragments.

Teacher should create activities and tasks to help pupils to build their vocabulary and develop strategies to learn the vocabulary on their own. Thus it signifies that a language teacher should be innovative and proficient in the application of methodologies pertaining to teaching vocabulary items in a classroom situation. Following the technologies is the main method for teaching vocabulary items in an English language classroom.

To create a word cloud, you paste text into the applet and then manipulate the visual display by selecting the color scheme, layout, and font. Word clouds can be used to highlight keywords and themes to prepare pupils for reading, as well as prompt discussion after reading.

Students will most likely conjecture that the article is about bees. Some pupils may notice the less prominent words-dead and poisons-and wonder if the bees are sick. When asked about the color choice, they may speculate that the author/designer chose bright colors to get your attention, or that black goes with poison. What is important in this kind of pre-reading discussion is pupils' close attention to the words and how they might relate to one another and to the larger

text that they represent. Students actively engage with meaning as they draw on background knowledge about words and concepts as well as on visual literacy skills.

- The same bees word cloud could prompt a discussion after reading the article, guided by questions such as, Do you think the word cloud captured what was most important to learn?

- Are there keywords or ideas that are left out?
- What super-ordinate terms reflect the main ideas?

As pupils manipulate the word cloud's layout, color, and font, they integrate verbal and visual representations, strengthening the multimedia learning effect [2] while developing an important digital literacy skill in our visual society.

For some pupils, the creative design aspect serves as the hook to engage them in meaning making; for others, it is the words themselves that entice them to explore meanings and relationships.

Teacher gives some information about the theme, then gives pictures and shows the video using the Internet. The pupils have to put the pictures in a correct order. Then pupils share their ideas with another pupil and after they in a pair write what place is given in the picture. In this lesson all strategies of using Internet resources that were mentioned in the theoretical part of the research are followed, because the teacher using Web application show the pictures and pupils learn from visual displays word relationships within text

In general, the lesson is well-planned and the single is to add is that, cartoons also can be useful way of developing vocabulary of primary school children, because it is more interesting to watch cartoons than films for children in the primary school.

There are a lot of methods of teaching vocabulary for primary school children, and the most useful of them is teaching by Online-games. As it was mentioned in the theoretical part, vocabulary learning consists of 3 necessary actions:

Firstly, the teacher tells the topic of the game and asks children what they think about it. This stage is important for primary school children, because they should know what they are going to listen about.

Teacher switch on Web-application, choose the game where there are new words read aloud and pupils should repeat after the recording.

The aim of listening and pronouncing, as pointed out earlier, is to give pupils an idea of what the listening material sounds like. This may also be termed free listening.

Explaining words through actions and visuals. This stage is useful to help the learners understand the text through activities.

At this stage, it is important to double-check pupil comprehension of words and actions; pupils may say they understood everything because they want to proceed to the next stage right away. To check pupil understanding, teacher randomly name the vocabulary that she has taught and ask the pupils to do the accompanying actions.

Pupils listen again the song and are guided by teacher to do the actions that they have already been taught. This time, the pupils are asked to just listen and do the actions under teacher's guidance. Hearing the teacher sing the song and seeing the teacher do the actions help pupils overcome feelings of shyness and lack of confidence. Besides, pupils find it funny and interesting when they see their teacher doing the actions of the game.

And this situation motivates the pupils and prepares them for the third listening, where they will be asked to do the accompanying actions and sing the complete song aloud with the Web application. This stage is generally accepted as the stage when the teacher integrates different language skills such as listening, reading, speaking, and writing. In this context, Vocabulary Games.com are suitable for competitions, games, and simple drama activities. Some suggested

examples follow. There are usually very colorful pictures in this Web site, and it is timesaving to make use of them.

Teacher chooses two pupils and calls them to the front. Then give commands randomly related to the game and reward the quickest correct action with applause by the class. The following description illustrates this activity: The teacher turn on WEB-application which shows different pictures and the pupils are expected to show this word by actions. The quickest pupil to show wins a point and is applauded by the class. The teacher names other picture from the game, and again the pupil who is quickest to do the appropriate action gets a point.

This game becomes even more fun if the teacher lets the pupils in the class give the commands. Besides, if pupils “take over” in this way, the activity is not always centered on the teacher, and consequently there is more room for pupil practice.

The same game may be played as a whole class as well. The teacher randomly gives commands, saying the word shown in the Internet and any pupil to do an incorrect action is taken out of the game. The last remaining pupil is announced as the winner.

Effectiveness of using online activities and a browser-based virtual world in teaching is proved. Technology, when used flexibly in response to pupils' varied needs and interests, can and should be part of the solution to the vocabulary gap. It's a fun way for English Language Learners to build and reinforce vocabulary.

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