

SYSTEM OF EXERCISES FOR TEACHING THE ENGLISH SYNONYMS

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Abstract: in these article we can see on the exercises of synonyms in English, synonyms are not just a luxury, but a real treasure of the language. Synonyms are one of the most meaningful forms of a word, with a number of features, such as the pronunciation, spelling, additional semantic subtlety, the use of emotional meaning, which have the same unifying meaning. are words that are constantly different.

Key words: exercises, teaching English, English language, grouping words.

Аннотация: в данной статье мы можем увидеть на упражнениях по синонимам в английском языке, что синонимы – это не просто роскошь, а настоящее сокровище языка. Синонимы — одна из наиболее содержательных форм слова, обладающая рядом особенностей, таких как произношение, написание, дополнительная семантическая тонкость, использование эмоционального значения, имеющих одно и то же объединяющее значение. слова, которые постоянно разные.

Ключевые слова: упражнения, обучение английскому языку, английский язык, группировка слов.

Non-contextual exercises can be as follows: learning; nomination of items; grouping words according to certain characteristics; the translation of individual words from one language to another. Monologue speech exercises are: commenting on a series of paintings with the use of studied words; composing monologue to a series of drawings, film; to compare the content of two texts; record on topic; preparation of a report on the topic; explanation of events.

Dialogic exercises include: the use of studied vocabulary in the students' questions to the text; answer the teacher's questions in word or in combination; preparation of micro-dialogues of various types with the use of studied words;

preparation of dialogues for typical situations; a series of questions to guess the conceived word.

Ways to practice vocabulary items. "Listen and repeat" is important because we know that confidently pronouncing a word indicates that it will be stored well. Other simple activities include matching (words to definitions, synonyms to antonyms), fill in the blank, pictures representing the vocabulary item, "make up a sentence using _____," and crossword puzzles [1]. Total Physical Response (TPR) is an excellent way to introduce actions (that is, verbs). Games like "Simon Says" and a "Jeopardy" are adaptable to vocabulary learning. Asking students to invent dialogues or skits where they use as many vocabulary words as possible allows students to be creative and allows them to use the words in realistic contexts (be sure to give feedback to students).

Any sentence can be called as lexical exercise where the learner focuses on teaching vocabulary. The system of lexical exercises involves the concept of teaching vocabulary. The system of lexical exercises – is the general description of the process of vocabulary teaching. The basis for the formation lexical skills has certain laws, principles, and keeping them is a necessary condition for the efficiency of the learning process. These include didactic principles such as: visibility, activity, durability, consistency, awareness, scientific, age-appropriate and methodical: communicative orientation of education, temporality, collective interaction, life orientation training.

There are also private methodological principles in the work on vocabulary: the gradual formation of skill, the adequacy of the exercises generated by the action, interaction exercises on the formation of lexical, grammatical, phonetic speech of the parties, taking into account the interactions of oral forms, testing of vocabulary with the development of reading and writing, the interaction of all kinds of speech activity.

Commonly, there are several techniques concerning the teaching of lexical synonym vocabulary. However, there are a few things that have to be remembered

by most English teachers if they want to present a new lexical synonyms to their students. It means that the English teachers want students to remember new vocabulary .Then, it needs to be learnt, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners (Takač, 2008). This makes teachers have some reasons in employing certain techniques in presenting vocabulary .In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique. Teachers, furthermore, are suggested to employ planned vocabulary presentation as various as possible.

Using this technique includes the use of realia, visual aids, and demonstration. They can function to help learners in remembering vocabulary better, because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering synonym words.

Using Illustrations and Pictures

Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown synonym words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or students, they are sets of colourful pictures intended for schools. Pictures cut out of newspapers and magazines are very useful as well. Nowadays many readers, vocabulary books and course books contain a vast number of attractive pictures that present the meaning of basic words. The teacher can use learning materials provided by the school. They can also make their own visual aids or used pictures from magazines. Visual support helps learners understand the meaning and helps to make the word more memorable.

Contrast

Some words are easily explained to learners by contrasting it with its opposite, for instance, the word "good" contrasted with the word "bad". But some words are not. It is almost impossible to contrast the words whose opposite is the gradable one. When the word "white" is contrasted with the word "black", there is an "in between" word "grey". Furthermore, verb "contrast" means to show a difference, like photos that reveal how much weight someone lost by contrasting the "before" and "after" shots. Many more studies have also shown that vocabulary is best acquired if it is similar to what is already learnt (e.g. Rudzka et al., 1982, 1985), it is not surprising that learning synonyms is a way to expand our vocabulary. Learning about synonyms is important also because this is how dictionaries are organised. Putting bilingual dictionaries aside, mono-lingual.

Eliciting

This technique is more motivating and memorable by simply giving pupils a list of synonym words to learn.

Translation

Even though translation does not create a need or motivation of the learners to think about word meaning, in some situations translation could be effective for teachers, such as when dealing with incidental vocabulary, checking students' comprehension, and pointing out similarities or differences between first and second language, when these are likely to cause errors. There are always some words that need to be translated and this technique can save a lot of time.

Defining a synonym is pretty simple: they're words that have the same—or almost the same—meaning as another word. The Merriam-Webster dictionary estimates that there's at least one million words in the English language, including antonyms, antonyms, acronyms, heteronyms, paronyms, numeronyms, and...that's where teaching synonyms gets complicated.

Students [learn vocabulary](#) through reading, listening, speaking, and writing. Recognizing and using synonyms are a vital foundation for future reading

comprehension, and the earlier students are exposed, the better. The National Center on Improving Literacy states that “ the gap between the growth of children with less exposure to rich vocabulary and that of their peers often widens over time”.

It’s not enough for students to simply define a synonym or match words—they’ll need to know how, when, and why to use them. That’s why I’ve compiled this collection of teaching tactics that goes beyond worksheets.

Partnered activities

Matching pairs of synonyms on a worksheet is a lesson that feels old as time. It’s a classic for a reason, but it can get repetitive and boring for students. I like to move the activity off the worksheet by having students pair synonyms with a partner in a game. This is a great for students to work on group participation skills and active learning.

What you’ll need: Index cards or paper cut outs.

First, come up with a list of words and one of their synonyms, and then write each word on a notecard. You can do this ahead of time, or have students each fill out a card. For a creative twist, students can use cut outs or fun shapes as well.

Each student will hold onto one card, but they won’t reveal it until everyone is out of their seats and ready to begin. When they’re ready, they’ll go out to find their synonym partner. For example, the student with “small” has to find the student with “tiny”.

Depending on how much time you have, students can repeat these activities a few times by shuffling cards back to the class and starting over. For an extra twist, students could stick the cards to their foreheads or shirts and look for their partner silently.

This can be a great way to introduce new vocabulary as well. Introduce students to the new vocabulary and their meanings, and use them for the hunt. Students could use a word bank to record their new vocabulary before they hunt for their partner.

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