

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ФАНЛАР
АКАДЕМИЯСИ МИНТАҚАВИЙ БЎЛИМИ
ХОРАЗМ МАЪМУН АКАДЕМИЯСИ**

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АКАДЕМИЯСИ
АХБОРОТНОМАСИ**

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TEACHING ENGLISH COMPLEX VOCABULARY USING LASHCARDS

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Annotatsiya. *Hozirgi vaqtda chet tilini o'rganishda leksik va grammatik materiallarni o'zlashtirish uchun ko'plab usullari mavjud. Ushbu maqolada flashcards yordamida ingliz tilining murakkab so'larini o'rganish yoritilgan.*

Kalit so'zlar: *lug'at, fleshkarta, ingliz tili, ta'lim sifati.*

Аннотация. *В настоящее время существует множество методов и приемов работы по усвоению лексического и грамматического материала при изучении иностранного языка. В этой статье освещаются особенности преподавания сложной лексики английского языка с использованием карточек.*

Ключевые слова: *словарный запас, карточки, английский язык, качество образования.*

Abstract. *Currently, there are many methods and methods of work for mastering lexical and grammatical material when learning a foreign language. In this article highlights of teaching English complex vocabulary using flashcards.*

Key words: *vocabulary, flashcard, English, quality of education.*

Today, the task of improving the quality of students' knowledge, improving their academic performance, motivation to learn a foreign language, and developing their cognitive interest is of particular relevance. This is largely due to the following problems that have to be faced when teaching, in particular, students of primary vocational education institutions:

- * an increase in the number of underachieving students with a low level of motivation,
- * low level of development of general educational skills,
- * poor academic performance in almost all subjects,
- * lack of sustainable interests,
- * poorly developed memory,
- * an increase in the number of students with deviant behavior and unstable mentality.

Sometimes students with similar problems are gathered in one group, which complicates the learning process, since first of all such students simply need to be "taught to learn", arouse their interest in the subject, cultivate the ability to listen and hear each other. When learning a foreign language, the main task is to replenish the vocabulary. However, the authors of foreign language textbooks, as a rule, offering a sufficiently large amount of information for assimilation, themselves do not try to help in memorizing new lexical and grammatical units. Apparently, some kind of "automatic" vocabulary assimilation is assumed, that everything will happen by itself only in the process of performing exercises. One of the ways out of this situation can be the use in practice of some mnemonic techniques, that is, special techniques and methods that facilitate the memorization of the necessary information and increase the amount of memory by forming associations.

The term "mnemonics" (analog pictograms) it is also used as a designation of visualization (in the form of an image, a set of symbols or objects) of an object, subject or phenomenon that describes it sufficiently fully and facilitates its memorization or identification. The use of these techniques based on visual representations has existed since time immemorial.

In this article we will talk about the method of using flash cards in teaching a foreign language as one of the effective ways of visualization. It allows you to bypass the process of "translation" by putting the information presented in graphic form in the form of a drawing, a picture directly into memory, just as a small child remembers the words of his native language when learning to speak.

In this case, foreign speech begins to be perceived as directly as speech in the native language, and images arise in the imagination reflexively under the stimulating action of words. The use of flash cards in training helps to establish such a "direct" connection.

Flash cards are themed cards with images of objects or concepts. This is a simple, versatile, but often insufficiently studied resource. I would like to dwell on some of the reasons for using flash cards. It should be noted that they are suitable for use both at the initial stage of training for very young students, and for teaching adults, with whom some activities can also be used. The method is good because, as already mentioned above, it helps to establish direct connections between a specific word and its image, and besides, it brings a good mood, helps to make the lesson more emotional and entertaining. And a good emotional attitude cannot but have a positive effect on learning outcomes, because it also contributes to involuntary and faster memorization of the material.

In this article we tried to give an example for each type of activity.

In the learning process, it is important to attract the attention of "visual" students, since according to various studies, a large percentage of students have this type of perception as the leading one, while many others have their types of perception combined with visual.

Bright and colorful, sometimes funny flash cards have a real impact on both "visual" students and those whose leading type of perception is the auditory channel - after all, the word is not only shown, but also sounds more than once in the process of working with cards. The types of activity that can be used to work more effectively with "kinesthetic" students will also be indicated below.

Flash cards are a very convenient resource, they can be useful at different stages of learning. This is a great way to introduce new lexical units or concepts, practice their use and working out.

On flash cards, either only pictures can be presented, or the latter can be accompanied by the data below or on separate word cards. Cards with signed words can be entered both after the presentation of pictures (so as not to interfere with memorizing the correct sound image of the word, its pronunciation, especially if the student has severe difficulties in reading), and simultaneously with it. If the perception of new words does not cause any particular difficulties, you can enter the signature words immediately, simultaneously improving the reading technique, for example, knowledge of the alphabet, the rules for reading certain letter combinations, determining the type of syllable. With flash cards, doing this is much more interesting than just reading words written in a column. Here you can also group thematic cards according to the task, for example, to find words of a certain type of syllable or letter combination. When practicing vocabulary, you can use the same thematic set of flash cards to build various simple conversational phrases in the lesson, they are convenient to use for playing dialogues. For example, cards on the topic "food" or "clothes" can be actively used when composing the "in store" dialog. "Animals" will also be used to work out the names of their habitats, to designate actions that they can do, to train counting or the formation of plural nouns.

In addition, you can create thematic flash cards and grammar, pointing to them, for example, the formula of the formation of a particular time, its markers separately, auxiliary verbs separately, etc. Sometimes it is convenient for students to make their own sets of mini flash cards for themselves, which can be used at home to practice on their own and even, for example, play with parents, brothers, sisters or friends.

Where can I get flash cards?

1. This method will be a salvation if you do not have access to professionally designed flash cards. They are very easy to make with your own hands, even if you do not have the skills of an artist. To do this, you can use pictures from magazines or draw by hand. The advantage of creating your own flash cards is that in addition to the fact that they are cheap, you can make sets for specific purposes, for example, illustrate text, make a set for use in combination with a book, and even accompany project work.

2. There are many sites on the Internet where you can download ready-made flash cards.

3. Create your own flash cards using special websites. The site provides an opportunity to select sample images from the data bank and use a fairly large vocabulary. If desired, you can also specify the transcription. If the proposed data bank turns out to be insufficient, there is an opportunity to create a drawing in electronic form and sign it yourself, which opens up ample opportunities for creating maps on any topic and on any subject being studied, and not only in a foreign language.

4. The method already mentioned above is to give students the task to make flash cards themselves after the introduction of new lexical units based, for example, on a textbook. Ready-made cards can be laminated, then they will last a long time.

Activities using flash cards can be divided into the following categories: memory training, vocabulary development, word definition, physical culture minute. Memory training:

* Arrange the selected flash cards in a circle on the floor.

* Give students one minute to memorize.

* To work in groups, give two minutes to write down as many words as possible that they have memorized.

As a physical culture minute in the lesson, young students can be offered the following activities using flash cards:

* paste flash cards by class;

* point to a particular card or race to it;

Students can also give instructions to their classmates themselves, for example: fly / jump / run / walk / march / swim to a map with a given image (an exercise for repeating verbs of movement and any lexical topic that flash cards currently reflect);

* Complicate the task by saying, for example, "if you have blonde hair, swim to the fish" (to consolidate the skill of describing appearance), etc.

Thus, you can come up with a task and a phrase for training and consolidating lexical skills on any topic being studied.

Each science has its own basic terms and concepts that you need to know and remember. Therefore, it seems possible and necessary to use mnemonic techniques, in particular the flash card method, not only when learning a foreign language, but also any other subject. Moreover, the flight of imagination when using it can be practically unlimited.

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TEACHING ENGLISH PRODUCTIVE SKILLS THROUGH CONTEXT APPROACH

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Annotatsiya. Ushbu maqolada sinfda til o'rganishda kontekstli yondashuvning ahamiyati tushuntirilib, shuningdek, o'qitish va o'rganishga yondashuvlardan biri sifatida kontekstli yondashuv o'quvchilarga berilgan muammolarni hal qilishga yordam beradigan ilmiy va fiziologik tamoyillarga ega ekanligi ta'kidlangan. ularning o'rganishiga ko'proq qiziqish va mas'uliyat bilan qarash.

Kalit so'zlar: kontekstli yondashuv, sinflar, o'z-o'zini tashkil qilish, mustaqillik.

Аннотация. В этой статье объясняется важность контекстного подхода при изучении языка в классе, а также подчеркивалось, что контекстный подход как один из подходов к преподаванию и обучению основан на научных и физиологических принципах, которые могут помочь учащимся решать проблемы, которые им задают и они проявляют большие интереса и ответственности за свое обучение.

Ключевые слова: контекстный подход, классы, самоорганизация, независимость.

Abstract. This article explains that the importance of context approach in learning language in the classroom and It was also emphasized that context approach as one of approaches for teaching and learning has scientific and physiological principles which can help students resolve the problems that are given to them and they take more interest and responsibility for their learning.

Key words: context approach, classrooms, self-organizing, independence.

Our Republic was faced with the necessity of creating new legislation corresponding with new realities, with the conditions of Independence after the Independence was placarded and the Parliament fared with this task, there have been espoused new Laws and new Judgments.

Under the guidance of President Shavkat Mirziyoyev, special attention is paid to the conformation of harmoniously developed, largely educated, ultramodern thinking generation, suitable to take responsibility for the fate of the Motherland. Thus, the task of education, the task of rising up a new generation who's able of public golden age will remain the appanage of the state and constitute a precedence. At present great significance is attached to the study and tutoring of foreign languages.

Numerous of the context approach rudiments are common in classrooms and enjoy a rich history of educational exploration about their effectiveness. Context approach unifies these tutoring and literacy practices into one approach to instruction. The unified approach has given preceptors a common language for agitating their beliefs in effective practice and ways to broaden the "pockets of excellence" in their seminars. The context approach succeed because it asks youthful people to act in ways are natural to mortal being. That is, it conforms to the brain function, to introductory mortal psychology, and to the three principles that ultramodern biology and drugs have discovered percolating the entire macrocosm. These principles- independence, isolation, tone-organizing- inoculate everything that lives, including mortal beings Centre of Occupational Research and Development [CORD] delivers five strategies to apply the Context approach are called as REACT similar as

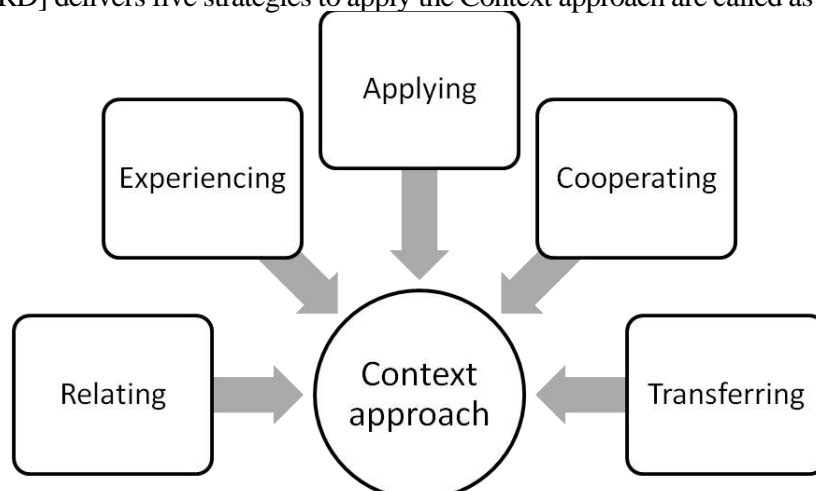


Figure 2. Strategies of context approach

Jonson delivers six strategies of Context approach in tutoring English language. They're problem grounded, using multiple surrounds, drawing upon pupil diversity, supporting tone- regulated literacy, using interdependent literacy groups, employing authentic assessment. [1]