



## WORD COMBINATION EXERCISES AS AN EFFECTIVE TOOL TO INCREASE CHILDREN'S VOCABULARY

**Mirjalolova Lobar Rustamovna**

*Candidate of Pedagogical Sciences New Century University Acting professor of the Department of Pedagogy, Uzbekistan*

### ABOUT ARTICLE

**Key words:** Vocabulary, speech, lexicon, methodology, organization of preschool education, activity.

**Abstract:** This article discusses the importance of effective means of using vocabulary building exercises to increase children's vocabulary.

**Received:** 11.06.2023

**Accepted:** 16.06.2023

**Published:** 21.06.2023

### INTRODUCTION

Word formation exercises are one of the main factors of training students' will. Will, in the words of psychologists, requires the conscious organization of one's activity in order to achieve the intended goal, and the search for means and methods to overcome the difficulties encountered in the process of activity. Understanding the purpose of one's work, striving to achieve it, and striving are the main components of a child's activity, which are formed as a result of practice. This is achieved by carrying out exercises at a sufficient level of difficulty and complexity. However, the issue of difficulty and complexity of exercises in the science of native language methodology has not been studied yet. Word formation exercises are used for the purposes of learning, consolidating, repeating, checking, generalizing language knowledge. Also, they are considered the leading factor in children's formation of orthographic, orthographic, stylistic, punctuational and similar skills. Therefore, only the teacher who fully understands the essence of word formation exercises, has knowledge about their construction, can distinguish their types, and has the technology to systematize them, will use them effectively.

Word formation exercise is a way to apply learned knowledge and activity methods to educational situations. Word formation exercises, like other systems, consist of complex elements. The elements of any system are of two types in terms of essence: constant-primary, variable-secondary. It is impossible to analyze the system, in this case, word formation exercises according to all its elements. Therefore, we analyze the main elements of word formation exercises as its components. Word formation exercises are primarily an open system. After all, the current exercise is a continuation of the previous exercises and a preparation stage for the next exercises. In the process of training, children's reading

activities move from the past to the present, and from there to the future. Moving from learned knowledge (past) to their implementation (present) prepares the ground for future promising activities. In order to understand the essence of the exercise process, we will distinguish the basic components of the exercise as its variants. Invariants are stable elements that remain unchanged no matter how many changes occur in the system. There are four such stable elements in word formation exercises: content, purpose, function-work performed by the student, method of training.

A child can learn an important part of the content of preschool education through exercises. Many exercises are objective in nature, that is, their implementation requires the use of objects, toys.

Different types of exercises are used in teaching preschool children. In some cases, children do exercises that imitate the teacher (imitation exercises.) These are the development of articulation apparatus, strengthening of cultural and hygienic skills, didactic toys, etc. Other types of exercises are called constructive, because in them the child performs tasks that are similar to what he decided under the guidance of the teacher. In other words, the child transfers previously learned methods of action to new content. And finally, the child performs creative exercises that require combination, another combination of knowledge and skills that he possesses.

Exercises are conducted in a certain system, which is built on the basis of gradual improvement of knowledge and skills, and also corresponds to the curriculum for a certain age group. The complexity of the exercises is related to changes in the given knowledge and skills, as well as an increase (decrease) in the time of execution.

The peculiarity of the exercises used in preschool education is that they are usually included in interesting, understandable, practical or mental activities. Exercises included in didactic and open games occupy a special place. Due to the playful nature of children's actions, with special interest and easily perceive new actions and skills and combine previously learned things. Play exercises create an atmosphere of joy, emotional pleasure, which is very important for the mental health of preschoolers, especially young children. Didactic rules for performing exercises are as follows:

- Give the children an educational task, tell them what they need to do (we will learn to make clothes for paper dolls, make suggestions, solve problems, transplant plants, etc. );
- Show how to perform actions with a simultaneous verbal explanation (the child gradually develops an image of the upcoming activity, according to which he performs the exercise). sometimes turn into quick, advice, motivational stuff. If the method of action is difficult (washing and wiping the toy), let the children do it step by step immediately after the teacher shows and explains;
- The acquisition of knowledge and skills requires several exercises, but is a gradually complex task, and new work methods are introduced using other science equipment. Repetitive exercises should include conditions, tasks that require creativity from children;
- The performance of exercises by children should be supervised by the teacher, otherwise incorrect work methods and impaired knowledge may be established. In children, the transition from direct control (image of play, analysis of activity products) to indirect, gradually developing elements of self-control.

Play is a special activity that blossoms in childhood and accompanies a person throughout life.

Most modern scientists interpret the game as a special type of activity formed at a certain stage of society's development. At the beginning of the 20th century, researchers were not unanimous in choosing what was most important in human history: work or play.

On the one hand, the game is an independent activity of the child, on the other hand, the influence of adults is necessary for the game to be the first "school", a means of education and upbringing. Making the game an educational tool means influencing its content, teaching children to communicate fully. Great importance of the game in assimilation of behavioral norms, rules of relations. But this does not end its importance for the moral development of the child. The freedom of game activity means that the child is forced to make more independent choices compared to real life.

Games develop a child's creativity. They are manifested in planning, playing roles, creating toys - homemade items, costumes - necessary for the game. Speech, facial expressions, child's actions in the game will be more expressive than in everyday life!

- Enriching vocabulary in preschool children using various games and exercises.
- Vocabulary enrichment materials for preschoolers using games and exercises.

Lexical exercises (as well as phonetic exercises) are rarely held in special classes dedicated to this topic; such exercises are included in the development of artistic speech and in the introduction to fiction.

For example, if a lesson on the development of coherent speech is designed for 20 minutes, from 2 to 10 minutes can be spent on special lexical exercises; lexical exercises are included in the lessons to get acquainted with fiction when it is necessary to explain the vocabulary of the writer.

Specific vocabulary exercises include linguistic tasks as their goal:

- 1) to develop an understanding of the general meaning of the word,
- 2) formation of the concept of "whole and its part" relationship,
- 3) to develop an understanding of the abstract meaning of the word,
- 4) development of linguistics in the field of morphology (assimilation of abstract meanings of morphemes);
- 5) to achieve the assimilation of antonyms as a means of understanding the meaning of words,
- 6) development of stylistic ability,
- 7) achieving mastery of the figurative meaning of words and moral concepts (through familiarization with fiction).

A didactic game, in particular, a game consisting of "didactic" (that is, specially equipped) dolls, is used for lexical exercises. A didactic game known as "Wonderful bag" is also used (children put their hands in a bag filled with small objects and recognize and call them by touch). But, of course, children cannot "perceive" the poetic essence of their native words only with the help of dolls and other toys. It is necessary to familiarize children with the environment and explain the lexical meaning of the word simply by pointing to a real object, action, sign.

Dictionary by age.

You can use the table below to understand how your child's vocabulary matches the generally accepted norm. Of course, children's vocabulary about speaking in different periods, we do not mean the accuracy of pronunciation. It is clear that a child under two years of age speaks as much as possible, omitting words in syllables or distorting them for the sake of simplicity of speech. The important thing here is that he understands what is at stake, that is, his passive vocabulary is filled.

Modern educational programs are designed so that well-educated and well-developed children come to school, their level of knowledge is confirmed by entrance tests. Before identifying the child in the classroom, the psychologist talks with him, his task also includes determining the level of development of the child's speech. That is, from the time the baby utters the first word and until he is ready to compare, contrast, draw conclusions, very little time should pass - about 4-5 years.

Word games.

1. "Name the animal (plant, name, etc.)." Take the ball and place the children in a semi-circle in front of you. Throw the ball to the children in turn: the child who caught the ball must say a word from a certain thematic group and throw the ball back. A child who cannot remember this word leaves the game. The child who is able to stay in the game is the winner.

2. "Eatable - not edible." The host calls out any word and throws the ball to the child. If the word means something edible, the child will catch the ball, if it does not work - he will throw it away. Physical exercises help to understand how correctly the child has mastered the meaning of words. For example, if the baby claims that the plate belongs to the group of edible objects, there is reason to think about it.

3. "Big is small." The rules are the same as in the previous game. The teacher pronounces one word from the pair ("chair" or "high chair", "table" or "table", "spoon" or "spoon"). If the child believes that the teacher has named a small object, he catches the ball, if it is big, he throws it.

4. "Package". Each player gets one pack. The child should explain his topic in detail so that others understand what is at stake.

5. "Analogies." Write on the "equation" card: "dove - bird, cat -?". The child must understand which subject group the second word belongs to. This exercise will help you learn words that have a known and common meaning.

### **CONCLUSION**

The bottom line is that not all children have the same ability to absorb speech. There are often cases when various deviations appear during the period of oral formation and in the future in the written language, which disrupt the normal course of its development. Such deviations must be treated very carefully and eliminated immediately, otherwise they can delay the mental development of the child, damage his psyche.

### **REFERENCES**

1. Q. Shodiyeva. "Methodology of speech development". The publishing house is a source creative house. Toshken - 2008.
2. Jumayeva X "Interviews and Education" Tashkent "Teacher" 1980.
3. Imomov K, Mirzayev K "Uzbek folk oral poetic creativity" Tashkent "Okhtuchy" 1990.
4. Yusupova P. "Pedagogy before school" Tashkent 1998.
5. LP Fedorenko, G.A. Fomicheva, V.K. Lotoreev. Methods of speech development of preschool children.
6. Methodology of speech development and mother tongue teaching in preschool children M.M. Alekseeva, V.I. Lightning. Moscow, 1998, 96 pages.
7. Sorokina A.I. Didactic games in kindergarten (large group) Guide for kindergarten teachers M.: Enlightenment 1982-96p.
8. Speech therapy: textbook. Student Guide Inst. "Defectology" / L.S. Volkova, R.I. Lalayeva, E.M. Mastjukova et al.; Ed L.S. Volkova. - M.: Education, 1989.-582p: