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## **METHODS OF USING INTERACTIVE METHODS IN TEACHING INDEPENDENT VOCABULARY TO ELEMENTARY SCHOOL STUDENTS**

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### **ABSTRACT**

Currently, mastering ready knowledge in primary education is not the main goal, but the most important thing is to develop students' intellectual abilities, to create independent choice and decision-making skills. The realization of this goal largely depends on the choice of teaching methods.

### **KEYWORDS**

Independent vocabulary, primary education, interactive methods, lesson effectiveness, student activity, modeled games.

### **INTRODUCTION**

In primary education, various methods are used to study the types of independent word groups and their content. In elementary grades, nouns, adjectives, numbers, verbs, and personal pronouns are taught from independent word groups. The reason why we use different methods for teaching vocabulary in primary education is that, firstly, it makes the lesson interesting, and the students' attention is focused on mastering the taught topic. Taking into account that teaching in the same method makes students bored, it can be noted that conducting independent word

groups using new modern interactive methods is more effective. Secondly, primary school students have different abilities to master independent vocabulary and receive knowledge about it, and by using different methods, the students can learn the subject relatively completely leads to mastery. Research shows that one method helps some children to understand the topic faster, while another method helps others. Thirdly, teaching using different methods for teaching independent word groups helps to form the

framework of thinking about independent word groups of primary school students.

Therefore, most educators are in favor of the idea that the most effective way to teach independent word categories to elementary students is to use different interactive techniques, but there is no single mold in terms of which direction and which category of independent word categories are suitable for students.

1. Individual, distinctive features of each elementary student – are also expressed in information perception. Their perception of information is closely related to factors as well as personal characteristics.

Psychological researchers divide students into introverted and extroverted groups: incoming students in an introverted group like techniques that require more individual participation. Examples include lecturing, reading, literature synopsis, control work, abstract, lecture writing.

Students in the extrovert group like active types of teaching, methods performed in collaboration with others. For example, working in small groups, doing modeled games, participating in the teamwork of the task.

2. The ability to process information received by Primary School students also varies. In the process of teaching independent word categories to elementary students, the ability to remember, understand and read independent word categories correctly and apply them correctly in speech should be taught by the teacher. Verbal (verbal implicit) information, such as hearing a lecture or listening on the radio, is sufficient for some readers to keep independent word categories in mind. For others, visual (visual) information is important. They quickly understand

independent word categories to the content of independent word categories through visual weapons: table, scheme, graph, diagram, etc. For students of the third group, the information involved in the kinesthetic itself is useful. They master information well in the study of independent word categories through active methods, role-playing in modeled games.

3. Elementary school students learn a lot from each other. Therefore, in teaching independent vocabulary, teaching methods based on influencing students and cooperation are important. For example, some are distinguished by their desire to be independent and the first. They prefer to study separately. They like to hold debates, debates, participate in competitions. Others prefer to study collaboratively rather than alone. It is better to use cooperative teaching methods for them. Some students accept concrete facts and information faster.

Some students learn better and more thoroughly when learning independent vocabulary through visual pictures and diagrams, others when discussing, and still others when participating in practice.

In general, the methods of education are not frozen. They change over time. It is possible to invent and use different district methods for students to learn and process the information they have received. Especially at present, in order to successfully operate, it is necessary to apply various methods of knowledge to many areas, flexibility in imparting knowledge, and use of various pedagogical methods.

It is extremely important for teachers to use various methods and educational tasks in the course of the lesson and to arouse enthusiasm for learning in students. The use of different methods, taking into

account the ability of students and their individuality, will certainly increase the result of mastering.

Experience shows that the development of a student into a well-rounded, well-educated, independent thinking person does not depend only on individual characteristics. One important influencing factor is the organization of the educational process.

When interactive methods are used to teach independent vocabulary in lessons, the teacher invites the student to actively participate.

The student participates in classes based on interactive methods during the entire lesson. For this reason, there will be sufficient student participation and practice to develop student knowledge and skills.

The organization of the educational process with the student in the center brings a number of advantages, and interactive methods serve to increase the effectiveness of the educational process.

These methods are mainly implemented through various forms of activity of the teacher. Interactive methods of teaching are very diverse, including the method of teaching by asking questions, the method of discussion, the method of conversation, the method of discussion in groups, the method of learning by discovering new things, the method of cooperation in a group, practical training team method, discussion method, research method, role-playing method, project method, independent study method, learning by teaching others method, brainstorming method, pinboard method, dictionary method, takes a number of methods, such as the conference method, the pair communication method, the voting method, the "Charkhpalak" method, the "Fish skeleton" method, and the "Sinquain" method.

"Brainstorming" method. A method of summarizing and sorting ideas in order to solve a problem or find an answer to a question related to the topics of independent word groups. Together, the participants try to solve an unknown problem or find an answer to a question. They put forward their personal ideas on finding the best solution. Stages: creating a problematic situation; involve students to find its solution; hear the presentation of different solutions; compare and choose solutions; to conclude. This method is used when discussing the subject of "Personal Pronouns" in the 1st and 2nd person. You cannot use a noun phrase instead of the pronouns "I went to school." ), we can compare the two concepts as a problem by explaining to the students that it can be used instead of the pronoun u representing the third person ("He is playing on the street", "The boy is playing on the street").

"Pinboard" method. This method is a type of brainstorming method, in which ideas for solving the given problem are written on separate pieces of paper and nailed to the board. In the second stage, they are divided into classes according to various criteria, sorted and placed on the board in a certain order. "Peeboard's method" can be used to change noun, adjective, number, and verb word groups.

"Learning by teaching others" method. In this way, students exchange information on a given topic or problem and teach others what they know. We can use this verb to change nouns, personal pronouns, and adjectives.

"Working with a dictionary (dictation)" method. Current control form of knowledge assessment; usually held for a short time; it is conducted to check the students' level of knowledge of the terms and

concepts. It is effective to use this method to pass all word groups.

"Conference" method. It is a type of mid-term examination, mainly an oral presentation of independently written work on certain topics during a quarter or a year. It is appropriate to use this method in the part of the new topic statement of the lesson. This method can be used to explain all word groups. Only in this case, pre-prepared students as speakers will convey their information to the rest of the students.

"Pair communication" method. Invite students sitting next to each other to dialogue on the topics of nouns, adjectives, numbers, verbs, personal pronouns; exchange ideas and listen to some of them.

"Voice" method. Creating a controversial situation during the lesson; in order to control the debate that has arisen, put the opinions of the disputing parties to a vote by class; determine the pros and cons of each opinion; hearing arguments and opinions of the parties; then vote again; to conclude.

"Carpenter" method. This method is an improved version of the method of working in groups, with the help of which students can independently acquire certain knowledge of vocabulary, acquire the skills of working with a team, teach others, will have the skills to exchange information and make decisions as a team.

The advantages of interactive methods are shown in the following:

- 1) study-learning with a higher educational effect;
- 2) highly motivating the student;

- 3) consideration of previously acquired knowledge;
- 4) adapting the intensity of study to the student's needs;
- 5) support of student's initiative and responsibility;
- 6) learning by doing;
- 7) creation of conditions for bilateral opinions;
- 8) preservation of education in a healthy environment;
- 9) turning your teacher into a person who creates relief.

During the analysis of situations presented in the teaching of independent vocabulary to elementary school students based on interactive methods, students actively search together, look for a solution to the situation, put forward different options for solving the problem and put forward the most optimal options, analyze . They develop personal critical attitudes, conduct specific research to prove the validity of their judgments, choose the most appropriate among a number of scientific concepts, compare the obtained results, summarize opinions, come to clear conclusions, and predict decisions that serve to ensure the effectiveness of activities, and supported in practice to the extent possible.

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