

THE SIGNIFICANCE OF NEW PEDAGOGICAL TECHNOLOGIES IN TEACHING THE USE OF SYNONYMS AND VOCABULARY IN THE ENGLISH LANGUAGE

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Abstract: *The article scientifically analyzes the importance of new pedagogical technologies in teaching the use and vocabulary of synonyms in the English language. Practice has shown that the process of learning a language is more effective when the class is organized into groups of students. This allows the student to approach groups differently as needed during the lesson, placing more emphasis on repetition and giving additional tasks to the fast learner. The lessons will have a number of educational purposes. the teacher can use a number of exercises to achieve these goals.*

Keywords: *new pedagogical technologies, category, synonym, classification.*

Synonymy is one of the traditional categories and has not been practically studied in theory. Usually, synonyms are usually identified through examples that are considered typical, approximate. OS Akhmanova [1] expresses her opinion on this issue as follows. A common concept in linguistics are synonyms, that is, words that have a different pronunciation, the same meaning or the same meaning. A.B.Sharipov [2] clarifies this definition: «Words that have the same meaning, differing in sound composition, are not synonyms, such compatibility does not exist in languages.» Thus, synonyms are words that differ in sound composition and in one sense or another combine different differences.

A close opinion to this definition is given by R. A. Budagov [3]: “Synonyms are words that are close in meaning, but have the same meaning in different pronunciations. Although all synonyms are different words and have the same meaning, they always have the same meaning. Synonyms indicate that people convey the same meaning through different words”. Sometimes the definitions of synonyms are determined by their classification. One of these descriptions belongs to K. A. Levkovskaya. “Synonyms are words (ideographic) synonyms that are compatible in nominative content, differ from each other in use and various additional meanings.” In addition, they differ from each other in their stylistic use (stylistic synonyms) or their area of distribution, on the one hand, common synonyms, on the other.

Defines and applies synonyms by grouping. This is reflected in the words of S. Ullman: «Only words that can be described as synonyms can replace each other in any text without any change in the influence of meaning.» On the basis of this definition, S. Ulman singled out pure synonyms, that is, words that do not exist in a periodic meaning and replace each other in terms of logical and emotional properties. (For example, S. Ullman claims that the natural terms tsetsit and typhite, which contradict each other, are called pure or absolute synonyms. False synonyms are divided into the following parts:

- a) We analyze synonyms that exist from a periodic point of view and are interchangeable only in some texts. Example: lamp jump, hilper rider, help.
- b) We analyze synonyms that exist in a periodic sense and are interchangeable not in emotions, but in meaning. For example: freedom-freedom, secrecy-confidentiality.

The approach of freedom makes even an old man brave. Education is a better guarantee of freedom than a hardy army. (Proverbs).

The agreement which provides that U. S. Government must at all times ensure freedom of access to the United Nations headquarters. (Daily worker 1960).

A more liberal understanding of synonymy can be found in the following passage from Roth's Thesaurus. For example, consider the word «good». We can see different synonyms in the word «good».

Synonyms of the word Nice in Uzbek - good, pleasant, gentle, beautiful, attractive, in English savory - pleasant, distinctive - distinctive; exactly-clearly, well-well, usefully, generously, politely, pleasantly-pleasantly, attractively, fastidiously-elegantly, nobly-honestly, generously [4]. Each of these words appears in the list of synonyms in the Tezourus dictionary. In a more free interpretation, these words in the concept of synonymy are synonymous with the word pleasant. The Uzbek linguist Azim Khoshiev describes synonyms in this way: these are words that differ in their properties.

When we semantically classify the word B.A. Ilish, they say that they are divided into two categories, and these are synonyms and antonyms. Synonyms are different words that have the same or similar meaning. The English language is rich in synonyms [5].

For example: want, want, want, crave, desire - these are synonyms, such as want, feel the need. These synonymous words differ from each other by the influence of the character's desire.

They only wanted the truth (Galsworthy). 400 pages «Man right».

They just want the truth.

He wanted to be at home (J. London)

She wants to be at home

Wish I Was a 9 Year Old Yipsie (A. J. Gromin)

The synonyms want and wish in the first and second sentences have the same meaning and can be stylistically interchangeable. In our third sentence, the word wish means events that do not occur when building a team, desire.

There is no possibility that this will happen. In the fourth sentence, desire is close to meaning desire, but a strong purposeful desire indicates a desire that is clearly arising. In the first sentence, the word greed means a very strong desire that produces unsatisfactory powers. As long as linguistic phenomena are grouped into one type, this association is based not on their proximity, but on their unity. Proximity brings together, but does not unite. This means that when two or more words are combined based on their meanings, they automatically have the same meaning. For example, the words witness-spectator-witness mean a person who observed the event with his own eyes. This meaning combines these words, forming a synonym. The synonymy of words cannot be determined by the proximity of meaning. Because the semantic similarity of words can be at different levels. Sometimes words are semantically close to another word, weaker than another, and semantically close to another. But in all three cases there is a semantic similarity. Accordingly, if the definition of synonymy of two or more words is based on the proximity of the meaning, then the meaning is at least partial, along with words whose meanings are very close to each other. Words that are close in a node should also be considered synonyms. For example:

To chuckle - sneeze, Lough - laugh, Siniaker - grin, o giggle - whine, Grin - irjaymoq, To smile - smile, Cockle - want, laugh, Guffam - laugh, Roar - hiccup

Whatever the meaning of the words, there is closeness, but not all of them are synonymous. This is clearly seen when comparing the words To smile - smile and guffam - laugh.

The use of interactive teaching methods in the educational process, taking into account the age and psychological characteristics of students, is a key requirement today. Below we will talk about some aspects of teaching English in elementary school. We believe that the

methods and approaches used in the educational process will serve as practical support for young professionals who are just starting to work in schools.

Pictures also serve as a language learning tool. Students are divided into three groups. This is done by giving students various cards. For example, cards with the image of fruit are distributed. Students who have photographed the same fruit will form groups of 4 people in each group, who will be given one picture, and each member of the group will describe and write in English what is shown in the picture. Let's assume that the picture shows a class.

Student 1 Student 2 Student 3 Student 4

window	map	board	picture
door	bookshelf	table	table
flowers	table	chair	book
book	cool	pen	

Students write the English name of the equipment in the classroom. This is the first step and will take 2 minutes. The teacher listens to the words written in groups. Each group evaluates the number of words written by the students. If group members have the same words in the picture, the words will not be counted or scored.

At the second stage, the group members compose the text in their own words. For example, this is our class, our class is large and bright, there are a lot of cards, flags in our class. It has 8 tables and chairs, we love our room. There are many books on the shelves.

3 minutes are allotted for the second stage of the process. The teacher listens to the text written by each group.

The third step is to work on typographical errors. At the same time, the groups share their texts with each other, and the groups find each other's mistakes. Of course, the teacher must also be mindful of the mistakes made by the groups. That's why it's important for the teacher to keep a record of them as they walk around the classroom. At the end of the exercise, the teacher should point out some common or important mistakes that have been made. Students should be taught to speak quietly and politely while working in pairs or groups, and be prepared to take on additional tasks after completing the assignment. If clear instructions are given before the exercise, students will be able to complete the task without confusion or unnecessary noise.

The conclusion to the reaction picture exercise is that the use of such exercises develops in students the ability to check, verbally describe, discuss, think and act. Creates an atmosphere of friendship and cooperation. The performance of this exercise also allows you to achieve the developmental goal, which is to develop and strengthen the thinking, imagination, attention and memory of the student. It is also advisable to use a variety of exercises to make the session more effective.

These exercises require you to say words in your native language and translate them into English.

«Tell me?» This exercise technique is aimed at the regular development of students' vocabulary thinking, translation skills.

In this exercise, the students gather in a circle, and the teacher holds the ball and tells each student the words, depending on the topic covered. For example, the word «school» means that the teacher throws the ball to the student. The student must pick up the ball and quickly answer «school.» Thus, the teacher takes turns throwing the ball to the students.

Now this exercise helps to stimulate responsibility as well as stimulate the body, alleviate personal fears and situations. These exercises should be used not only at the beginning of the lesson, but also to change the mood in the class or the pace of work. This exercise can also be done in the form of a question.

For example; Teacher «Where are you from? To the question (where are you from), the student must quickly answer “I am from Uzbekistan”.

In some cases, the student may not be able to say the words or answer the question. The student who does not respond exits the circle by reciting a poem or song in English before leaving the activity.

This type of exercise reinforces the topics covered. Dexterity develops attention and attention skills in students, and it is possible to determine and evaluate the extent to which they have mastered a topic, a new word or phrase.

Before completing the second stage, the teacher must work on the grammar material. For example, the teacher gives information about parts of speech:

In conclusion, we can say that the role of the teacher is not only to transfer knowledge to children, but also to help them learn. In this regard, dear teachers, we have an interesting and effective lesson. With its help, introduce the audience to various methods of linguistic analysis, explain the synchronous and diachronic definition of the structure of the modern English dictionary, improve the skills of working with dictionaries and teach how to read unfamiliar texts and analyze them using different dictionaries. .

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