

The Importance Of Vocabulary For Reading Comprehension Based On Literature.

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Abstract: *The article is devoted to the crucial issue of methods of teaching language – enlarging student’ vocabulary and grammatical structure of speech. Despite sufficient research in classical and modern works on teaching the language, there exist certain problems related to the practical application of methodological guidelines. The article substantiates the need for pre-text vocabulary activities, immediately before reading and spread over a period. We also analyze verbal-semantic exercises for the quantitative and qualitative increase in students’ active and passive vocabulary based on literary texts and suggest new types of exercises aimed to develop the cognitive interest in pupils. Because of the proposed system of work on a quantitative and qualitative improvement of students’ vocabulary, we achieve increased motivation to self-learning activities on vocabulary acquisition of the language, linguistic research into literary texts and creative types of work on the language and literature.*

Keywords: methods of teaching the language, enriching vocabulary, verbal-semantic exercises, personality, cognitive universal learning activities.

INTRODUCTION

Vocabulary plays a huge role in people’s lives. Without knowing the words, it is impossible to express your thoughts or understand the interlocutor. Most methodologists recognize the important role of the lexical aspect in teaching a foreign language. So, the statement of S.E. Kamilova [2] is widely known, who wrote that a student who does not understand the text because of his grammatical difficulties, although he knows the vocabulary, never existed in the world, he was invented by the Methodists. B.V. Belyaev said, “... without a vocabulary, even if insignificant, it is impossible to master the language” [1]. The famous linguist David Wilkins admits, “Without grammar, very little can be conveyed. Without vocabulary, nothing can be conveyed” [3].

DISCUSSION

When teaching vocabulary, it is necessary to separate the formation of lexical skills and skills in receptive (passive) and productive (active) activities. To receptive types, include listening and reading, and productive speaking and letter. We believe that the development of lexical skills in productive ways activities should be carried out in class, followed by independent consolidation, and in receptive types of activity – in the process of independent work, extracurricular. Independent work, therefore, assigned a significant role in expanding the vocabulary of learners. N.F. Koryakovtseva identifies four type of independent work for an independent user or an experienced learner foreign language:

- ✓ independent work on language means (language material) in for the accumulation of linguistic resources;
- ✓ work on a foreign language text as a product of linguistic culture;
- ✓ independent training work on language means;
- ✓ independent speech practice.

The most common form of independent work is extracurricular reading. The most common difficulty in doing this is a large the number of unfamiliar words. To avoid this problem, the presence of which may significantly complicate or completely stop the reading process, trainees should be taught use strategies for working with unfamiliar words.

MATERIALS AND METHODS

Among these strategies, we highlight:

1. Guess from context

As a rule, from the context, you can easily guess the meaning of an unfamiliar word, if all other words are familiar to you. However, for this the trainee must know well sentence structure and know the features of parts of speech. In this case, he can to understand whether an unfamiliar word is meaningful for understanding or it can be simply lower. The following exercises used to develop this skill:

- Determine which part of speech is the new word.
- Determine if the given word affects the understanding of the general meaning.
- Define the connections of the new word.
- Write a sentence with a word that clearly gives an idea of its value.
- Insert new words into the text instead of the missing ones.

2. Guessing by word-building elements

Many English words are borrowings from other languages, in particular from Latin and Greek. In professionally oriented vocabulary, often there are words with Latin and Greek roots. Knowledge of the meaning of these roots as well also the meanings of prefixes and suffixes are invaluable in understanding meanings of unfamiliar words and allow in some cases to do without a dictionary. The following exercises used to develop this skill:

- Parse the word by composition, isolate the prefix / suffix.
- Find the root and determine its meaning.
- Form a new word using a suffix / prefix.
- Determine the meaning of the word using the prefix / suffix.

3. Strategies for working with the dictionary

Developing vocabulary skills helps learners more efficiently use the preparation time for classes. Use of modern multimedia dictionaries significantly reduces the search time for the desired word and provides a large amount of information about a word. To exercises that develop this skill, include the following:

- Organize the list of words in the order they appear in the dictionary.
- Find the basic meaning of the word.
- Find the secondary meaning / synonyms / antonyms of the word.
- Read the definition of a word in a monolingual dictionary and explain its value.
- Find the meaning of a word whose form does not match the dictionary.
- Read the dictionary entry of a polysemantic word and determine its meaning in this offer.

Another difficulty is a rather boring traditional form of control of extracurricular reading that does not cause interest, when students report either to the teacher one-on-one, or to the whole group. We offer a slightly different form of work on extracurricular reading. Considering the steady development multimedia technologies, we consider it at least inexpedient refuse to use them in foreign language classes. Moreover, the application such technologies can facilitate the learning process and serve as an additional means of motivation for extracurricular reading.

As an illustration, we present a scheme of work on extracurricular reading in the first semester of a non-linguistic university, when students offered to read authentic fiction.

In the first lessons, students are acquainted with the memo for extracurricular reading, where recommendations given on the choice of a book to read and the procedure for further work with her. Next, they introduced to a multimedia presentation template, which helps present the entire scope of the work to be done.

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Let us look at the presentation in more detail. The presentation is performed in the Power Point program and consists of several slides.

1. The title page contains the title and author of the work, as well as the name of the author of the presentation – **1 slide.**
2. The next slide contains information about the author of the work: his brief biography and photo (if available) – **2 slide.**
3. Next, the author of the presentation determines the genre and location of what is happening in the book – **3 slide.**
4. Next, the author of the presentation determines the genre and location of what is happening in the book. The fourth slide presents the main characters, their description, character traits, advantages and disadvantages – **4 slide.**
5. A summary of the book the main topics and what the author wanted to convey to readers are given – **5 slide.**
6. The following is a personal impression of what you read recommendations for reading this work – **6 slide.**
7. On the final slide, the author of the presentation introduces a list of words to memorize. Here he gives the most significant, from his point of view, words and phrases that he has enriched his vocabulary and wants to share them with other students – **6 slide.**

In most slides, there are useful words and expressions in the comments, after reading them, students can easily make a presentation. Starting from the second semester, as an extracurricular reading, students are offered to study articles on the topic of their future specialty. They can choose these articles from authentic magazines and newspapers, as well as on specialized Internet sites and use them when preparing for special seminars and writing term papers. The final lesson conducted in this case in the form of a role-playing game, staging a mini-conference or a round table where students exchange information on the issue they have studied. The exchange of information takes place using a presentation that students prepare based on the template offered to them in the first semester. After making the necessary changes and adding new vocabulary to the template, they get the basis of a presentation for speaking at an international conference. Conferences, which will undoubtedly be useful for them in their future professional activities. Extracurricular reading at this stage requires more training from students, but it becomes more pragmatic and qualitatively improves the writing of coursework in the specialty. It is no secret that some trainees, due to

their character traits, have a fear of speaking in front of an audience or a fear of making a mistake when the answer. The experience of using presentations to control extracurricular reading has shown that in this situation, students do not perceive this type of work as an explicit control, respectively; this significantly reduces the fear of speaking and prepares them for further communication in the professional sphere.

RESULT

Summarizing the above it stated that the correct organization of extracurricular reading promotes interdisciplinary connections, is a means of increasing motivation to learn a foreign language and serves as an indispensable source for expanding and replenishing the vocabulary of students.

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