



**O'ZBEKISTON RESPUBLIKASI
OLIIY TA'LIM, FAN VA INNOVATSIYALAR
VAZIRLIGI**

**NAVOIY DAVLAT PEDAGOGIKA INSTITUTI
Fizika-texnologiya fakulteti
Fizika va astronomiya kafedrası**

**BIRINCHI RENESSANS:
ABU RAYHON BERUNIY VA
TABIIY FANLAR EVOLYUTSIYASI**
mavzusidagi
**XALQARO ILMIY-AMALIY KONFERENSIYA
MATERIALLARI**

TO'PLAMI

(I QISM)

25-may, 2023-yil

Navoiy shahri



**“Birinchi Renessans: Abu Rayhon Beruniy va tabiiy fanlar evolyutsiyasi” nomli
Xalqaro ilmiy-amaliy konferensiya
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O‘zbekiston Respublikasi Vazirlar Mahkamasining 2023-yil 27-apreldagi 39-sonli bayoni hamda Oliy ta’lim, fan va innovatsiyalar vazirining 2023-yil 2-maydagi “2023-yilda o‘tkazilishi rejalashtirilgan Xalqaro va Respublika miqyosidagi ilmiy va ilmiy-texnik tadbirlar ro‘yxatini tasdiqlash to‘g‘risida”gi 118-sonli buyrug‘i, O‘zbekiston Respublikasi Prezidentining 2021-yil 19-martdagi “Fizika sohasidagi ta’lim sifatini oshirish va ilmiy-tadqiqotlarni rivojlantirish chora-tadbirlari to‘g‘risida” gi PQ-5032 sonli qarori hamda unda ko‘rsatilgan “2021-2023 yillarda fizika fanlari bo‘yicha ta’lim sifatini oshirish va fizika sohasidagi ilmiy-tadqiqotlarning natijadorligini ta’minlash bo‘yicha kompleks chora-tadbirlar dasturi” da belgilangan vazifalarni hamda O‘zbekiston Respublikasi Prezidentining 2022-yil 21-iyundagi “Pedagogik ta’lim sifatini oshirish va pedagogik kadrlar tayyorlovchi oliy ta’lim muassasalari faoliyatini yanada rivojlantirish chora-tadbirlari to‘g‘risida” gi PQ-289 sonli qarori ijrosi hamda A.R.Beruniy tavalludining 1050 yilligini keng nishonlash maqsadida Navoiy davlat pedagogika instituti Fizika-texnologiya fakulteti Fizika va astronomiya kafedrasini tomonidan **“Birinchii Renessans: Abu Rayhon Beruniy va tabiiy fanlar evolyutsiyasi” nomli Xalqaro ilmiy-amaliy konferensiya** o‘tkazilmoqda.

Navoiy davlat pedagogika instituti. 25-may, 2023-yil.

Tashkiliy qo‘mita tarkibi:

Mas’ul muharrir(lar): t.f.d., prof. B.B.Sobirov
t.f.d. (DSc), prof. D.I.Kamalova

Tahrir hay’ati: t.f.n., dots. I.B.Nasriddinov
p.f.d., prof. S.Q.Qaxxorov
p.f.n., dots. A.Z.Tursinbayev (Qozog‘iston)
f.-m.f.n., dots. A.B.Oralbayev (Qozog‘iston)
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t.f.n., prof. I.R.Kamolov
p.f.f.d. (PhD), dots. A.M.Tillaboyev
p.f.f.d. (PhD), dots. F.O.Dadaboyeva
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Texnik muharrir(lar): t.f.d. (DSc), prof. D.I.Kamalova
tayanch doktorant F.O.Nabiyeva



**“Birinchii Renaissance: Abu Rayhon Beruniy va tabiiy fanlar evolyutsiyasi” nomli
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25-may, 2023-yil. Navoiy shahri**

TEACHING READING STRATEGIES THROUGH CONTENT SPECIFIC VOCABULARY

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ABSTRACT. Vocabulary is the knowledge of a word not only implies a definition, but also implies how that word fits into the world.” We continue to develop vocabulary throughout our lives. Words are powerful. Words open up possibilities, and of course, that’s what we want for all of our students. Most students acquire vocabulary incidentally to words at home and a school- by listening and a talking, by listening to books read aloud to them by reading widely on their own. The amount of reading is important to long term vocabulary development.

KEYWORDS: Vocabulary, incorporate, verbal stimulation, background experiences, consciousness, independently, comprehension, embodied, technologies, up-to-date globe, opportunities, incorporate, knowledge, skills.

INTRODUCTION

We know that young children acquire vocabulary indirectly, first by listening when others speak or read to them, and then by using words to talk to others. As children begin to read and write, they acquire more words through understanding what they are reading and then incorporate those words into their speaking and writing. Vocabulary knowledge varies greatly among learners. The word knowledge gap between groups of children begins before they enter school. Why do some students have a richer, fuller vocabulary than some of their classmates?

- Language is rich with lots of verbal stimulation
- Wide background experiences
- Read to at home and at school
- Read a lot independently
- Early development of word consciousness
- How Vocabulary Affects Reading Development

From the research, we know that vocabulary supports reading development and increases comprehension. Students with low vocabulary scores tend to have low comprehension and students with satisfactory or high vocabulary scores tend to have satisfactory or high comprehension scores. The report of the National Reading Panel states that the complex process of comprehension is critical to the development of children’s reading skills and cannot be understood without a clear understanding of the role that vocabulary development and instruction play in understanding what is read.



METHODOLOGY

Reading is another great activity to develop vocabulary. Parents shouldn't feel like they have to stick to the words on the page, either. Books with many pictures and few words are great conversation starters. Caregivers can talk about what they see on the page, point out interesting details, or follow the lead when their child points to something. Avoiding vague words is important as well. While it's easy to gesture in a general direction and say "that one" or "over there," nondescript words won't increase a child's vocabulary and knowledge the same way that pointing towards an object and describing it will--think of how many concepts the sentence "I see a big, green truck on the bottom shelf" includes!

Focusing on vocabulary is useful for developing knowledge and skills in multiple aspects of language and literacy. This includes helping with decoding (phonemic awareness and phonics), comprehension, and also fluency.

Vocabulary is a significant predictor of overall reading comprehension and student performance. When readers know a lot of words, they can read more complex texts. When writers know a lot of words, they can compose more sophisticated documents. For decades, the value of vocabulary was evident in content standards, and most states or provinces typically had a standard related to vocabulary.

RESULTS AND DISCUSSION

It's clear that vocabulary development within the individual and the acquisition of new concepts occur simultaneously. The meaning of the word is the concept. The meaning we grasp is embodied in a symbolic form, the word, to be shared with others in speaking and writing. Continuing the discussion, by noting that the average child acquires a rather extensive hearing vocabulary and a somewhat smaller speaking vocabulary during his or her pre-school years.

By the time the child enters school, vocabulary and concept knowledge have become relatively rich. Growth of the young child's vocabulary and concepts can be fostered in many ways, among them listening to stories, encouraging conversations, providing educational trips and discussing them, encouraging play activities and appropriate television viewing. Learners should use the following methods to develop their vocabulary.

For many students, it is easier to remember a word's meaning by making a quick sketch that connects the word to something personally meaningful to the student. The student applies each target word to a new, familiar context. The student does not have to spend a lot of time making a great drawing. The important thing is that the sketch makes sense and helps the student connect with the meaning of the word.

Applying the target words provides another context for learning word meanings. When students are challenged to apply the target words to their own experiences, they have another opportunity to understand the meaning of each word at a personal level. This allows for deep processing of the meaning of each word.

The ability to analyze word parts also helps when students are faced with unknown vocabulary. If students know the meanings of root words and affixes, they are more likely to understand a word containing these word parts.



CONCLUSION

To recapitulate, developing academic vocabulary is significant for learners who study foreign language, preparing to enter the university, improve students' learning skills. All of them should read a variety of articles, which related to international news and modern technologies to developing vocabulary because they include that a lot of necessary vocabulary to writing and speaking. For researches, for progressing vocabulary pupils should read a variety of books, native speak lesson, watch cartoons, some videos, different movies with subtitles which they can write with note. Teaching dictionary for teenagers is fundamental for their not only encouraging brain activity, but also psychological well being as well in advantageous ways. In this up-to-date globe, all of the individuals who have their own scientific skills are in high score stands. If human beings obey to following rules, they can open door for their prospect career opportunities over the cycle.

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EFFECTIVE VOCABULARY TEACHING

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Abstract: The article highlights effective learning vocabulary at schools higher education. It includes different opinions of different linguists, methodologists as Timothy Shanahan, Scott Thornbury. Different activities for improving vocabulary were included in this article.

Key words: English, words, vocabulary, effective learning, activity, reason, learner.

Annotatsiya: Maqolada maktablarda yoki oliy o'quv yurtlarida lug'atni samarali o'rganish yoritilgan. Unda Timoti Shanaxan, Skott Tornberi kabi turli tilshunoslar, metodistlarning turli fikrlari keltirilgan. Ushbu maqolada so'z boyligini yaxshilash bo'yicha turli mashqlar misol sifatida kiritilgan.

Kalit so'zlar: ingliz tili, so'zlar, lug'at, samarali o'rganish, faoliyat, sabab, o'rganuvchi.