

## FACTORS AND PRINCIPLES OF DEVELOPING STUDENTS' VOCABULARY THROUGH SELF-DEVELOPMENT

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**Abstract:** *This article provides information on the factors, principles, and didactic methods and techniques used to enhance students' vocabulary. It demonstrates approaches aimed at promoting reading and self-development in the pedagogical process, designed to enrich and activate students' vocabulary. Additionally, the article examines various factors and principles for expanding students' vocabulary based on self-development.*

**Key words:** *student, vocabulary, word stock, self-development, factors, principles, native language, literary work.*

Our observations have shown that some teachers are not paying sufficient attention to familiarizing students with the richness of their native language vocabulary. As a result of their increased use of technical tools and games in lessons, students' written expression, understanding of word meanings, and their ability to use words appropriately are not developing adequately.

It is considered essential for teachers to focus on students' expressive and comprehensive reading of excerpts from literary works during native language and reading lessons. Additionally, as students work on literary texts, understanding the meaning of the content and the words used within it, their vocabulary develops effectively. Books closely acquaint readers with historical and contemporary realities, encouraging them to engage in interpersonal relationships and dialogue. During this process, readers feel the need to use a wide range of words. As a result, their vocabulary is enriched and activated. The following factors contribute to increasing students' vocabulary through the reading process:

Factors belonging to the first group are closely linked with the objectives of the educational process aimed at expanding students' vocabulary.

They are:

a) Didactic methods and techniques that serve to enhance students' vocabulary. Teachers can effectively utilize these in reading and native language lessons. As a result, students engage in dialogue with characters from literary works, search for and employ the necessary words to express their thoughts during the dialogue process;

b) relied upon for developing students' vocabulary through literary works. These can be divided into several types, including:

- principles that develop students' aesthetic worldview and taste. As a result of applying these principles, students will be able to acquire and use words that express their aesthetic worldviews and tastes.



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- the principle of systematic expression of thoughts. During dialogue, students search for and employ words necessary for the systematic expression of their ideas from various texts. Within the framework of this principle, students' capacity for logical thinking is expanded.

- The principle of optimality. In this process, students express their thoughts using words they have mastered in situations comfortable for them. As a result of comprehending the essence of literary texts, they succeed in developing themselves.

- The principle of determining students' level of self-development based on considering their opinions about a literary work.

- The principle of purposefulness. Every student should have the necessary vocabulary to express their thoughts purposefully. For this, it is primarily required to teach them to work with dictionaries, literary and popular science texts.

v) taking into account the age and psychological characteristics of students in increasing their vocabulary;

g) identifying students' needs for mastering the vocabulary of their native language. In this regard, it is particularly important to pay attention to students' motivations for working on the text and the words used in it.

Factors belonging to the second group, which focus on developing students' vocabulary, are directly related to the learning process.

a) dialogic situations between students and teachers are organized, and methods such as debates, collaborative work, Socratic question-and-answer, conversations, and improvisation are used;

b) improving the skills of expressing opinions and understanding the opinions of others. In this process, various audio texts are listened to, improvisation techniques are applied, word meanings are analyzed, and communication texts are created.

The third group of factors involves the teacher's work in situations of mutual dialogue and cooperation among students. This includes collaborative work on word meanings and texts, working with dictionaries, and using methods such as dialogue, conversation, question-and-answer, and project-based approaches.

As can be seen, nurturing independently thinking students with a developed vocabulary is a complex pedagogical process that requires specific methodological support.

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