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THE USE OF GRAPHIC ORGANIZERS IN TEACHING ENGLISH VOCABULARY

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Foreign language education has become a significant phenomenon in the present era. Responding to personal or professional needs, people learn a foreign language to qualify for education abroad, to communicate with colleagues in international corporations, or to prepare them for travel. Language itself is defined by a culture. We cannot be competent in the language if we do not also understand the culture that has shaped and informed it [1;1-6]. In order to understand the phenomenon, broad knowledge of the process of language acquisition, second or foreign language education, sociolinguistics, linguistics, psycholinguistics, and specific knowledge of foreign language teaching techniques and methods of measurement and evaluation have become especially important.

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language” [4; 55], Nation further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. [3; 48] The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.

Graphic organizers are anything that somehow helps to organize information on a piece of paper (or computer screen) in order to improve its memorization, assimilation, analysis or application. Or, in the language of definitions, visual communication tools that use visual means of expressing content. They play an increasing role in the process of organized learning and can be successfully used in self-education and formative assessment. Each of us used the simplest “graphic organizer” when we divided a sheet of paper into two parts, listing the pluses on the left and the minuses of this or that phenomenon on the right. Next step: divide the same sheet into four parts. You can, of course, not use any graphics, but when the lists and numbers are next to each other, the comparison goes faster. Most graphic organizers present information as a convincing visual picture and allow the mind to “see” hidden patterns and relationships. The most effective active methods in the lessons of all language and literature are graphic organizers, which we will well on in more detail, helps to organize information on a sheet of paper (or computer screen) in order to improve its memorization, assimilation, analysis or application. In the process of visualizing information, the student thinks, comprehends, and skips information through itself, presenting it in a visual-conceptual way.

The most well-known methods of organizing reasoning are: SWOT analysis, PEST analysis, RAFT table, ZHU, "Logbook", "Wheel of Ideas". These organizers are the result of activity or reasoning, but can be used for planning; designing research to create it, the phenomenon under consideration must be studied deeply and in relation to other objects. Building denotative graphs and communication diagrams through visualizations: Spider web, Mental map, Causal map, Ladoshka, Concept map requires deeper analytical thinking. These organizers help to identify logical connections between the main idea and various factors of influence, causality and phased branching. Key questions: “Which category is being considered?”, “What are the subcategories, how are they interconnected?”, “What are the characteristics of the main idea?” subject?” Thus, practice proves the expediency of using graphic organizers. This is especially true in the transition to the updated content of education, in which great importance is attached to instilling in students the skills of critical thinking, research, communication, the ability to solve problems and creatively apply knowledge, work in a group. In order to choose the right scheme for working with material, you need to know:

- the material covers only one topic or several
- how complex is the topic

- information linear or cyclic
- are there differences and similarities, facts “for” and “against”
- does the material contain dates, are there hierarchical levels. Graphic schemes are used:
- when presenting new material
- to comprehend and consolidate the material being studied
- when summarizing and systematizing the studied material

There is the 6-step process created by K.H. Douglas for teaching academic vocabulary. The heart of his teaching process is that students get both direct and indirect instruction and are exposed to the vocabulary multiple times, in multiple ways. [2; 45]

Six steps may seem overwhelming, especially when you only get a few minutes a day to spend explicitly teaching vocabulary. But remember, you don’t need to do all six steps in a single day, and only a small portion of this is direct instruction.

For vocabulary words within the content areas, use abbreviated versions of these steps when you introduce a new topic and the vocabulary that goes with it. Then add additional practice opportunities throughout the unit or chapter in centers or as homework while you’re teaching those specific topics.

1. Introduce it. The teacher introduces new words. This has to go beyond just definitions. Relate the words to your students’ prior knowledge and discuss examples. It is recommended doing as a whole group activity.

2. Define it. Have students write a definition **in their own words**. This activity is especially important for students because it requires them to think critically about the word and its definition and come up with another way to define the word.

3. Draw it. The next step in effective vocabulary instruction is to have students create a visual representation of the words. While this may seem “too young” for our upper elementary students, it’s actually a vital part of your vocabulary instruction.

This doesn’t have to look like an art project, though. Students can create visual representations in the form of a picture dictionary, graphic organizers, pictographs, etc.

4. Practice it. Being exposed to the new words multiple times is very important for students to learn the meaning of the word. Give your students opportunities to interact with the words in a variety of ways.

5. Talk about it. Teachers should also periodically have students discuss their vocabulary learning in pairs or small groups. Talking about the new words they are learning helps to boost students’ vocabulary skills. This can be accomplished through think-pair-share activities, with elbow partners, or in small groups.

6. Play it. Vocabulary games are especially important for students because they provide fun ways to practice their new vocabulary words with some unique characteristics. Games provide a manageable challenge students are eager to meet. They engage even reluctant learners because the outcome isn’t obvious. And last, but definitely not least, they are fun!

You can adapt many common games to use them with vocabulary words. Charades, Pictionary, and even Checkers can be adapted to use for vocabulary practice.

A KWL chart is one of the simplest vocabulary graphic organizers you can use. KWL simply stands for know, want to know, and learned. Teachers use these graphic organizers or charts to break things down for students. As a class, they might brainstorm what the students know about a subject or vocabulary word. It could be that several students “know” the word and definition already.

Teaching vocabulary can be a tricky task and some teachers don’t feel confident doing it. There’s a tried and true method you can follow to aid in your success as a teacher.

To conclude, the article tries to show graphic organizers from two different points of view. Firstly, they are depicted as a unique literary genre with its aesthetical and educational value. Secondly, graphic organizers are considered as a one of the highly motivating teaching materials for young children. Regardless of the fact of how time – consuming it sometimes may be it is tremendously rewarding if prepared thoughtfully and purposefully. This is particularly true when

working with young children since they respond wholeheartedly to the teacher's efforts and know instinctively whether he enjoys working with them or not.

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BOLAJAQ OQITIWSHILARDI TAYARLAWDA NEMIS TILI GRAMMATIKASIN ÚYRETIW USHIN CLIL USILINAN PAYDALANIW

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Bul izertlewdiń maqseti eki “Shet tili (ingliz) hám ekinshi shet tili (nemis)” oqıw profiline iye bolǵan pedagogikalıq studentlerdi oqıtıwda paydalanıw boyınsha pán-til integraciyalasqan tálimniń jantasıwın kórip shıǵıw bolıp tabıladı. Izertlewdiń ilimiy jańalıǵı bul metodologiyaning pedagogika universitetiniń tálim sistemasına qollanıw etiliwin kórip shıǵıwda bolıp tabıladı.

Izertlew nátiyjesi CLIL jantasıwınan paydalanǵan halda nemis grammatikasın úyreniwge qaratılǵan stilistik bloktı jaratıw bolıp tabıladı.

Gilt sózler: kásiplik tayarlıq, oqıtıwshılar tálimi, pán-til integraciyası, grammatika úyretiw, CLIL, nemis, ingliz.

Házirgi waqıtta shet tillerin integraciyalasqan oqıtıw Evropa mámleketlerinde joqarı pát penen rawajlanıp keledi. Ózbekstan Respublikası Prezidenti Sh. Mirziyoyevtiń shet tillerdi úyreniw hám olardı oqıtıwdı jetilistiriwge qaratıp atırǵan ayrıqsha itibarı sebepli oqıw procesine innovciyalıq usıllardı engiziw kún sayın artıp barıp atır. Xalıq aralıq jámiyetshilikler menen sheriklikte shet tillerde oqıtıw baǵdarlamaları jaratılıp atır hám de barlıq basqıshlarda oqıtıw processlerine jańa texnologiya hám usıllardı engiziw boyınsha jumıslar alıp barılmaqta. Usı orında talabalardıń kásiplik kompetenciyların rawajlandırıw, shet tillerin úyretiwdiń belgili hám júdá tabıslı qollanılatuǵın usıllarınan biri bul CLIL usılı bolıp tabıladı. Bul metodologiya xalıq aralıq biznes hám ilimiy jámiyetshiliktiń rawajlanıwında belsendi qatnasıwshıları bolıwǵa ılayıq bolajaq qánigelerdi tayarlawdıń zárúr shárti retinde qaraladı. CLIL usılınıń payda bolıwı hám rawajlanıwı 90-jıllardan baslanadı, 1994 jılı Finlyandiyada Yuvyaskyulya universitetinde multilingvallıq hám bilingvallıq bilim beriw tarawında jumıs isleytuǵın ilimpaz Devid Marsh jasaǵan. CLIL dıń tiykarǵı komponentleri mazmun, kommunikaciya, tanım hám mádeniyat, hám taǵıda usıl menen baylanıslı bolǵan úsh túrdegi til, atap aytqanda, úyreniw tili, úyreniwge arnalǵan til hám til járdeminde úyreniw [3;15-17].

Joqarıda atalǵan maqsetke erisiw ushın tómendegi izertlew wazıypaları qalıplestirildi: birinshisi, pánlik-til integraciyalasqan oqıtıwdıń tiykarǵı komponentleri menen qásiyetlerin esapqa alıw. Ekinshi wazıypa – joqarı oqıw orınları talabaların oqıtıwda paydalanıw tiykarında analiz qılıw. Izertlewdiń ámeliy áhmiyeti bolǵan úshinshi wazıypa - pánlik - tillik integraciya usılın paydalanǵan halda nemis tili grammatikasın úyreniwge qaratılǵan shınıǵıwlardıń stilistikalıq blogın islep shıǵıw. Bul mashqalalardı sheshiw ushın tómendegi teoriyalıq usılları qollanıldı: dedukeciya usılı, kontentti analiz qılıw usılı, unamlı aldınǵı oqıtıw tájiriybesin ulıwmalastırıw usılı hám teoriyalıq dereklerdi úyreniwge sistemalı jantasıw.

XXI ásir globalılawdıń jedel pát hám insaniyat jámiyetiniń barlıq tarawlarında ómir súriwdiń jedel ósiwiniń joqarılawı menen xarakterlenedi. Qánigelerge kásiplik kompetenciylar hám úzliksiz óz-ózin oqıtıw qábileti menen baylanıslı bolǵan talaplar barǵan sayın kúsheyip barmaqta. Keyinirek,