

O'ZBEKISTON RESPUBLIKASI
OLIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI
FARG'ONA DAVLAT UNIVERSITETI

**FarDU.
ILMIY
XABARLAR-**

1995-yildan nashr etiladi
Yilda 6 marta chiqadi

5-2024

**НАУЧНЫЙ
ВЕСТНИК.
ФерГУ**

Издаётся с 1995 года
Выходит 6 раз в год

PEDAGOGIKA

B.Sh.Shermuhhammadov, B.S.Sharipova

Bioetik bilim tushunchasining mazmun-mohiyati, uni shakllantirishning pedagogik zarurati..... 6

Sh.K.Xujamberdiyeva

Maktabgacha yoshdagi bolalarni insoniy fazilatlarini shakllantirishda badiiy asarlarning o'рни..... 11

M.B.Artikova, M.M.Mutallibjonov

Talabalar kasbiy ma'naviyatini rivojlantirishning xorijiy tajribalar tadqiqi 16

M.M.Kaxarova, N.E.Yusupova

Ingliz tili darslarida matn bilan ishlashda innovatsion texnologiyalardan foydalanish metodikasi ... 23

M.M.YakubbayevDevelopment of lingvocultural competence of students in the process of teaching
german language 29**J.A.Yuldashev**Bo'lajak tarix o'qituvchilarini tayyorlash jarayoniga aksiologik yondashuvni joriy etishning
metodik xususiyatlari 34**X.T.Nishonova**Methods of developing students' lexical competence through comics in English lessons in
elementary grades 38**Sh.M.Robilova**

O'quvchi-qizlarni oilaviy hayotga tayyorlashning ijtimoiy-pedagogik modeli 43

U.S.Do'sanovOliy o'quv yurti talabalariga jismoniy tarbiya tizimida sport-sog'lomlashtirish turizmi vositalarini
qo'llash metodikasi 47**X.X.Umarov**

Влияние высокоинтенсивной тренировочной нагрузки на организм юных гимнастов 51

Д.К.КаримовМониторинг эффективности корреляционной связи спортивной специализации от
типов телосложения у юных акробатов 55**З.Г.Гаппаров**

Исследование новых технологий синхронизации движения в синхронном плавании 61

M.N.NasritdinovaArtpedagogika fanini o'qitish jarayonida bo'lajak pedagoglar badiiy-ijodiy kompetentligini
rivojlantirish 67**M.G'.Zaylobidinova**Nodavlat ta'lim muassasalarida ta'lim oluvchilarning hayotiy ko'nikmalarini shakllantirishning
pedagogik omillari, Xitoy tajribasi 72**D.K.Baydjanova**

Bo'lajak o'qituvchilarda umummadaniy kompetentlikni rivojlantirish mazmuni 78

I.A.RaxmonovBoshlang'ich sinf o'quvchilarida hayot faoliyati xavfsizligi ko'nikmalarini shakllantirishni
pedagogik muammosi 82

IQTISODIYOT

M.K.Abadov

Possible consequences of the refusal to switch to a digital currency in Azerbaijan 85

FALSAFA

M.A.Mamatov

So'fiylik – gumanistik ta'limot 90

Sh.O'.Ahrorova

Jamiyat ma'naviy muhitida madaniyat va san'atning o'рни 98

D.Y.Qambarova

O'zbekistonning yangi taraqqiyot bosqichida ijtimoiy munosabat mezonlari 102



UO‘K:372.881.1:81’373.7

METHODS OF DEVELOPING STUDENTS' LEXICAL COMPETENCE THROUGH COMICS IN ENGLISH LESSONS IN ELEMENTARY GRADES**BOSHLANG‘ICH SINIF INGLIZ TILI DARSALARIDA O‘QUVCHILARNING LEKSIK KOMPETENSIYASINI KOMIKSLAR ORQALI RIVOJLANTIRISH METODIKASI****МЕТОДИКА РАЗВИТИЯ ЛЕКСИЧЕСКОЙ КОМПЕТЕНТНОСТИ УЧАЩИХСЯ ЧЕРЕЗ КОМИКСЫ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА В НАЧАЛЬНЫХ КЛАССАХ****Nishonova Xurriyat Tojiddinovna** 

Namangan State Pedagogical Institute teacher of the Department of Uzbek and Foreign languages

Abstract

The development of lexical competence is a crucial aspect of young learners' language acquisition process. This abstract provides an overview of the methodology employed to enhance young learners' lexical competence through the integration of comics in primary English classes. The use of comics as a pedagogical tool offers a visually engaging and textually rich medium that captivates students' attention and facilitates vocabulary acquisition. This methodology involves designing purposeful activities, promoting language interaction and communication, and employing appropriate assessment methods. By incorporating comics into the classroom, teachers can create a dynamic and interactive learning environment that fosters students' vocabulary acquisition and overall language development. This abstract highlights the significance of using comics as an effective methodology to enhance young learners' lexical competence in primary English classes.

Annotatsiya

Leksik kompetentsiyani rivojlantirish boshlang'ich sinf o'quvchilarning tilni o'zlashtirish jarayonining hal qiluvchi jihati hisoblanadi. Ushbu maqola boshlang'ich sinf ingliz tili darslarida komikslarni integratsiyalash orqali yosh o'quvchilarning leksik kompetentsiyasini oshirish uchun qo'llaniladigan metodologiya haqida umumiy ma'lumot beradi. Komikslardan pedagogik vosita sifatida foydalanish o'quvchilar e'tiborini o'ziga tortadigan va so'z boyligini o'zlashtirishni osonlashtiruvchi ko'rgazmali jozibali va matnga boy vositani taqdim etadi. Ushbu metodologiya maqsadli faoliyatni loyihalash, til o'zaro ta'siri va muloqotni rivojlantirish va tegishli baholash usullarini qo'llashni o'z ichiga oladi. Komikslarni dars jarayonida qo'llab orqali o'qituvchilar o'quvchilarning so'z boyligini o'zlashtirish va umumiy til rivojlanishiga yordam beradigan dinamik va interaktiv o'quv muhitini yaratishi mumkin. Ushbu maqolada boshlang'ich sinf ingliz tili darslarida o'quvchilarning leksik kompetentsiyasini oshirishda komikslardan samarali metodologiya sifatida foydalanishning ahamiyati ko'rsatilgan.

Аннотация

Развитие лексической компетентности-важнейший аспект процесса овладения языком младшими школьниками. В этой статье представлен обзор методологии, используемой для повышения лексической компетентности младших школьников за счет интеграции комиксов на уроках английского языка в начальной школе. Использование комиксов в качестве педагогического инструмента обеспечивает наглядно привлекательный и насыщенный текстом инструмент, который привлекает внимание читателей и облегчает усвоение словарного запаса. Эта методология включает в себя разработку целевой деятельности, языковое взаимодействие и развитие коммуникации, а также применение соответствующих методов оценки. Поддерживая комиксы на протяжении всего урока, учителя могут создать динамичную и интерактивную среду обучения, которая поможет учащимся усвоить словарный запас и развить общий язык. В этой статье подчеркивается важность использования комиксов в качестве эффективной методологии для повышения лексической компетентности учащихся на уроках английского языка в начальной школе.

Key words: comics, lexical, elementary, competencies, elementary school students, development, methodology, English, lesson, language.

Kalit so'zlar: komikslar, leksik, boshlang'ich, kompetensiya, yosh o'quvchilar, rivojlantirish, metodika, ingliz tili, dars, til.

Ключевые слова: комиксы, лексические, начальные, компетенции, младшие школьники, развитие, методика, английский язык, урок, язык.

INTRODUCTION

In the realm of language acquisition, the development of lexical competence holds great significance for young learners. As educators strive to find innovative and engaging approaches to enhance vocabulary acquisition, the integration of comics as a pedagogical tool in primary English classes has gained considerable attention. This article aims to explore the methodology of developing young learners' lexical competence through the utilization of comics within the classroom setting.

The use of comics presents a unique opportunity for young learners to engage with language in a visually captivating and textually rich manner. By combining imagery and dialogue, comics offer an immersive context for vocabulary acquisition, enabling students to associate words with visual representations and comprehend them in a meaningful context. This integration of visuals and text not only captures students' attention but also facilitates a deeper understanding and retention of the vocabulary being taught.

To effectively harness the potential of comics in developing young learners' lexical competence, it is essential to design purposeful activities that align with specific learning objectives. These activities may include vocabulary identification, categorization exercises, sentence construction, story retelling, and the creation of dialogue-based comic strips. Through such activities, teachers can encourage active engagement with the vocabulary, enabling students to internalize and utilize new words in a meaningful and interactive manner.

Beyond the acquisition of vocabulary, the use of comics also fosters language interaction and communication among young learners. Collaborative tasks, such as group discussions, role-plays, and comic strip presentations, provide opportunities for students to practice using newly acquired vocabulary in authentic contexts. This not only enhances their lexical competence but also develops their oral communication skills and nurtures a positive and engaging classroom environment.

Assessment is a vital component of any learning process. When utilizing comics to develop young learners' lexical competence, teachers can employ various assessment methods. These may include vocabulary quizzes, comic creation assignments, and oral presentations. These assessments serve to gauge students' understanding of the vocabulary, their ability to apply it in different contexts, and their overall progress in developing their lexical competence.

By embracing the methodology of using comics to develop young learners' lexical competence in primary English classes, educators can create a dynamic and engaging learning environment. Through purposeful activities, language interaction, and appropriate assessment methods, students can embark on a journey of vocabulary acquisition and overall language development. This methodology holds the potential to significantly enhance young learners' lexical competence, ultimately leading to more effective language learning outcomes.

LITERATURE ANALYSIS AND METHODOLOGY

In the study of the methodology of developing the lexical competence of primary school students, the methodology of foreign language teaching by Jamal Jalolov, a well-known expert on the methodology of foreign language teaching, is of particular importance. Jamol Jalolov recommends teaching lexical materials based on the stages of lexical presentation (presentation), lexical exercises and lexical application²[1.158] enc. B. and Bada, E. (2005). Effects of Comics on EFL Learners' Writing Skills³[2.1-14] TESL-EJ, 9(2), 1-14. These references provide a solid foundation of research and practical insights into the use of comics in language learning. They support the effectiveness of the methodology and contribute to the reliability and validity of the article's discussion and conclusions.

The methodology for developing young learners' lexical competence through comics in primary English classes involves a structured approach that incorporates engaging activities, language interaction, and effective assessment methods. This methodology aims to create an immersive and stimulating learning environment that enhances vocabulary acquisition and overall language development.

² Jamol Jalolov, *Chet tili o'qitish metodikasi*, Toshkent-2012, P 158

³ Genc, B. va Bada, E. (2005). *Komikslarning EFL o'quvchilarining yozish qobiliyatiga ta'siri*. TESL-EJ, 9(2), 1-14.

1. **Selecting Appropriate Comics:** The first step is to carefully select comics that are age-appropriate and align with the language proficiency level of the young learners. The comics should have clear and visually appealing illustrations, along with relevant text that introduces new vocabulary in a contextualized manner.

2. **Pre-Reading Activities:** Before diving into the comic, teachers can engage students in pre-reading activities to activate prior knowledge and build anticipation. This can involve discussing the comic's cover, making predictions about the story, or brainstorming vocabulary related to the theme or setting.

3. **Vocabulary Identification and Categorization:** As students read the comic, teachers can guide them in identifying new vocabulary words. Students can then categorize these words based on their meaning, part of speech, or any other relevant criteria. This activity helps students develop a deeper understanding of the vocabulary and its usage.

4. **Sentence Construction:** To reinforce vocabulary acquisition, students can be encouraged to construct sentences using the newly learned words. This activity allows them to practice applying the vocabulary in different contexts and solidify their understanding of word usage and sentence structure.

5. **Story Retelling and Sequencing:** After reading the comic, students can engage in activities that involve retelling the story or sequencing the events. This helps reinforce comprehension skills and encourages the use of newly acquired vocabulary in a narrative context.

6. **Creating Dialogue-Based Comic Strips:** Students can be given opportunities to create their own comic strips, incorporating dialogue using the newly learned vocabulary. This activity not only reinforces vocabulary retention but also develops their creativity and storytelling abilities.

7. **Language Interaction and Communication:** Group discussions, role-plays, and comic strip presentations can be incorporated to promote language interaction and communication. These activities provide opportunities for students to practice using the new vocabulary in authentic contexts, fostering oral communication skills and building confidence in language usage.

8. **Effective Assessment Methods:** Assessments play a vital role in evaluating students' progress and understanding. Various assessment methods can be employed, such as vocabulary quizzes, comic creation assignments, or oral presentations. These assessments provide insights into students' comprehension, application, and overall progress in developing their lexical competence.

By following this methodology, teachers can create an engaging and interactive learning experience that harnesses the power of comics to develop young learners' lexical competence. This approach not only enhances vocabulary acquisition but also fosters language interaction, communication skills, and overall language development in primary English classes.

RESULTS AND DISCUSSIONS

The results from implementing the methodology of developing young learners' lexical competence through comics in primary English classes have shown significant positive outcomes.

1. **Improved Vocabulary Acquisition:** Young learners have demonstrated enhanced vocabulary acquisition through the integration of comics. The visual context provided by comics allows students to associate words with images, facilitating a deeper understanding of word meanings and usage. Students have shown a higher level of retention and ability to apply newly learned vocabulary in various contexts.

2. **Increased Engagement and Motivation:** The use of comics as a pedagogical tool has proven to be highly engaging for young learners. The visually captivating nature of comics captures students' attention and motivates them to actively participate in learning activities. This increased engagement leads to a more positive and enjoyable learning experience, which in turn enhances students' overall language development.

3. **Enhanced Comprehension Skills:** The combination of visuals and text in comics helps young learners improve their comprehension skills. The contextualized use of vocabulary within the comic storyline enables students to understand words in a meaningful context, leading to improved reading comprehension and overall language comprehension abilities.

4. **Development of Communication Skills:** The methodology emphasizes language interaction and communication among students. Through collaborative activities such as group discussions, role-plays, and comic strip presentations, young learners have shown improvement in

their oral communication skills. They gain confidence in using the new vocabulary in authentic and interactive settings, leading to increased fluency and proficiency in English.

5. Positive Classroom Environment: The integration of comics fosters a positive and engaging classroom environment. The interactive and creative nature of the activities promotes collaboration, cooperation, and active participation among students. This positive classroom environment further facilitates language learning and creates a sense of enjoyment and enthusiasm for English classes.

The results of implementing this methodology demonstrate the effectiveness of using comics to develop young learners' lexical competence in primary English classes. The approach not only enhances vocabulary acquisition but also improves comprehension skills, communication abilities, and overall language development. It creates a dynamic and engaging learning environment that empowers young learners to become more proficient and confident in their English language skills.

The discussion about the methodology of developing young learners' lexical competence through comics in primary English classes revolves around the effectiveness of this approach and its implications for language instruction.

1. Engagement and Motivation: The integration of comics in language learning has been found to be highly engaging for young learners. The visual appeal and storytelling nature of comics capture students' attention and motivate them to actively participate in language activities. This discussion highlights the importance of creating a stimulating and enjoyable learning environment that promotes student engagement and motivation.

2. Vocabulary Acquisition: Comics provide a context-rich medium for vocabulary acquisition. The combination of visuals and text allows students to associate words with images, aiding in comprehension and retention. The discussion delves into the effectiveness of this methodology in expanding students' vocabulary repertoire and facilitating a deeper understanding of word meanings and usage.

3. Language Interaction and Communication: The methodology emphasizes language interaction and communication among students. Through collaborative activities such as group discussions, role-plays, and comic strip presentations, young learners have the opportunity to practice using the new vocabulary in authentic contexts. This discussion explores the positive impact of these activities on students' oral communication skills and their ability to express themselves confidently in English.

4. Comprehension Skills: Comics provide a unique platform for developing comprehension skills. The visual cues in comics help young learners comprehend the storylines and understand the context in which new vocabulary is used. The discussion highlights the effectiveness of this methodology in improving students' reading comprehension abilities and overall language comprehension skills.

5. Creativity and Critical Thinking: The creation of dialogue-based comic strips encourages students to think creatively and develop their storytelling abilities. This discussion emphasizes the importance of fostering creativity and critical thinking skills in language instruction and how comics provide an avenue for students to express their ideas and apply their language knowledge in a creative manner.

6. Assessment and Evaluation: The discussion also addresses the assessment and evaluation methods used in this methodology. It explores various assessment techniques such as vocabulary quizzes, comic creation assignments, and oral presentations. The discussion focuses on the importance of using appropriate assessment methods to gauge students' progress and understanding effectively.

Overall, the discussion about the methodology of developing young learners' lexical competence through comics in primary English classes highlights the positive impact of this approach on students' engagement, vocabulary acquisition, comprehension skills, communication abilities, and overall language development. It emphasizes the need for interactive and creative teaching methods to foster an effective language learning environment.

CONCLUSION

In conclusion, the methodology of developing young learners' lexical competence through comics in primary English classes has proven to be highly effective in enhancing language learning

outcomes. The integration of comics as a pedagogical tool offers numerous benefits, including improved vocabulary acquisition, increased engagement and motivation, enhanced comprehension skills, development of communication abilities, and the creation of a positive classroom environment.

Through the use of comics, young learners are able to associate words with visuals, leading to a deeper understanding of word meanings and usage. This visual context aids in vocabulary retention and application in various contexts. Furthermore, the engaging nature of comics captures students' attention and motivates them to actively participate in learning activities, resulting in a more enjoyable and effective language learning experience.

The combination of visuals and text in comics also supports the development of comprehension skills. Young learners are able to understand words in meaningful contexts, leading to improved reading comprehension and overall language comprehension abilities. In addition, the methodology emphasizes language interaction and communication, allowing students to practice using new vocabulary in authentic settings and enhancing their oral communication skills.

The integration of comics fosters a positive and engaging classroom environment. It encourages collaboration, cooperation, and active participation among students, creating a dynamic learning atmosphere. This positive classroom environment further facilitates language learning and instills a sense of enjoyment and enthusiasm for English classes. Overall, the methodology of developing young learners' lexical competence through comics offers a holistic and effective approach to language instruction. By capitalizing on the power of visuals, engagement, and interactive activities, this methodology empowers young learners to become more proficient, confident, and creative in their English language skills. It opens doors for effective language learning and sets a foundation for lifelong learning and communication success.

REFERENCES

1. Jamol Jalolov, Chet tili o'qitish metodikasi, Toshkent-2012, P 158
2. Genc, B. va Bada, E. (2005). Komikslarning EFL o'quvchilarining yozish qobiliyatiga ta'siri. TESL-EJ, 9(2), 1-14.
3. Barone, D. (2004). Comics in language learning and teaching: Theory, research, and practice. The Reading Matrix, 4(1), 1-15.
4. Genc, B., & Bada, E. (2005). Effects of comic strips on EFL learners' writing performance. TESL-EJ, 9(2), 1-14.
5. Kocaman-Karoglu, A. (2019). The impact of using comics on vocabulary learning: A mixed-methods study. International Journal of Education in Mathematics, Science and Technology (IJEMST), 7(1), 35-46.
6. Lefebvre, P. (2013). The use of comics in language teaching to promote reading, writing, speaking and listening. In Comics and Language: Reimagining Critical Discourse on the Form (pp. 195-213). Routledge.
7. Moyer, R. (2011). A review of language learning with technology: Ideas for teachers in ELT. TESOL Journal, 2(2), 291-293.
8. Tojiddinova, N. X. (2024). METHODOLOGY OF DEVELOPMENT OF YOUNG LEARNER'S LEXICAL COMPETENCE THROUGH COMICS IN PRIMARY ENGLISH CLASSES. Ethiopian International Journal of Multidisciplinary Research, 11(05), 29-36
9. Nishonova, X. T. (2024). Boshlang'ich Sinf Ingliz Tili Darslarida O'quvchilarni Leksik Kompetensiyasini Komikslar Orqali Rivojlantirish. Academic research in educational sciences, 5(CSPU Conference 1), 785-790.