



IMPROVING VOCABULARY STOCK OF ELEMENTARY STUDENTS IN ENGLISH

Ismatullaeva Mukhlisa

*Foreign philology, Foreign language and literature, 308a
National university of Uzbekistan named after Mirzo Ulugbek*

azizovamuxlisa051@gmail.com

Support teacher: Abdullaeva Nargiza Erkinovna

Annotation: *this paper discusses the expansion of the vocabulary of students in the intermediate level, what factors affect to the stock in the vocabulary and methods of techniques on his development in the elementary level of students.*

Аннотация: *в данной работе рассматривается расширение словарного запаса учащихся на среднем уровне, какие факторы влияют на запас в словарном запасе и методы приемов по его развитию на начальном уровне учащихся.*

Key Words: *elementary, student's level, teaching strategies, vocabulary words, definition, word, play games, link words with pictures.*

Ключевые слова: *начальный уровень, школьный уровень, стратегии обучения, словарные слова. определение, слово, играть в игры, связывать слова с картинками.*

Being an elementary school teacher is one of the most admirable roles an educator can hold – at the same time, it's no doubt challenging. You're required to produce results and data analysis. You have to consider state standards and test results, in addition to your students' overall well-being and development. And, of course, you want your students to love coming to school.

Whether teachers are entering their first year in the classroom, or they are classroom veterans, educators are always searching for new ways to improve the learning experience for students. From dealing with behavior issues to enhancing existing lesson plans, here are some effective strategies for teaching elementary school students.

Take small steps and ask questions

It takes more than a love for learning and teaching children to be an effective educator. Along with passion and dedication, specific skills and familiarity with proven classroom practices are also needed to motivate students and increase their learning potential. By learning new strategies and teaching methods, educators can promote learning and actively stimulate children's natural thirst for knowledge.

The impact of an effective elementary school teacher can remain with a child for the rest of his or her life. Quality grade-school teachers often set the expectations for their students' outlook on the education system as a whole. This is what makes effective teaching strategies so important at this early age. Sparking the student's interest at a young age is an absolutely critical part of their learning development. A teacher, who can make learning not



only fun, but engaging and memorable, will help establish the value of education in the mind of the student.

Great teachers can help make the material more memorable by taking small steps. It's known that the place in our brains where we process the most information is quite small. When we're asked to learn too much at one time, we can get overwhelmed. For a child's developing memory, a teaching strategy called "chunking" has proven to be most effective. Chunking refers to teaching in small steps while checking for understanding along the way. Be sure to ask many questions and talk about the answers with students.

In order for the **chunking method** to be effective, teachers need to ask their students to explain how they got their answers to explain how they got their answers to promote vocal problem solving. Asking a student to think out loud while solving a problem helps the teacher identify key areas where a student needs more helps.

Carefully manage the seating chart

Children's social relationships are extremely important throughout grade school. Often, teachers will select groups based on shared interests and abilities. But it's important for children to develop an understanding of themselves as learners and to be able to increase their awareness of their own thinking, a process psychologists call metacognition. This makes the classroom seating chart a vital piece of the learning puzzle.

Teacher should use a variety of factors to carefully plan seating charts. When considering special needs students, in particular those with behavior issues, selecting neighbors who will be positive role models is often the best strategy.

Children want to fit in and are not always sure what the best way to blend into the class is. Seating them near students who will model appropriate simple tasks such as note-taking, being on the right page while following along in a book, or even raising their hand and waiting to be called upon. Switch up the seating chart frequently to expose the students to different learning styles and note which methods works best for each student.

Establish expectations on behavior early in the school year

Every teacher will have at least one challenging student throughout the year, and for some teaching such a child can be a daily struggle. It's important to work with every student and create a plan for accepted behavior in the classroom. Some ideas can include:

- Use a paper star or coin token to drop on the student's desk when they are working productively, which can be redeemed for a cool prize or tasty treat at a later time.
- Identify a different item to place on the student's desk when they are not working appropriately, as a subtle private reminder that will not draw more attention to them. A red chip to indicate 'STOP' is a great example.
- Create a special pass or card to hand to the student when an immediate timeout to cool down is needed.

By identifying behavior cues early in the school year, teachers can better manage students who are not motivated or who are distracting others from learning to their full



potential. Be sure to work with such students and use various strategies to maintain control and showcase the benefits of education to steer the child toward a positive change.

Be a leader in education

The online Master of Arts in Educational Leadership offered by Queen University of Charlotte is designed for educators who want to become school administrators and make a significant change in the lives of young students. This program offers instruction on how to identify and use natural leadership skills to improve teacher and student performance, and how to design a plan for improvement.

The program works toward nurturing students' professional and personal growth. The dedicated faculty members provide guidance and support through small class sizes and mentorship. Students in the program can also learn from fellow students, who are colleagues with similar experiences and the same desire to make a difference in children's lives through education.

Read: How to use this vocabulary words strategy

Objective: Students will learn the meaning of new high – value words and how to use them.

Grade levels (with standards):

1. K – 5 (CCSS ELA Literacy Anchor Standard L 4: Determine or clarify the meaning of unknown and multiple – meaning words and phrases)
2. K – 5 (CCSS ELA Literacy Anchor Standard R 4: Interpret words and phrases as they are used in a text)

Best used for instruction with:

3. Whole classes
4. Small groups
5. Individuals

How to prepare:

Chose the words to teach. For weekly vocabulary instruction, work with students to choose three to five words per week. Select words that students will use or see most often, or words related to other words they know.

Before you dive in, it's helpful to know that vocabulary words can be grouped into three tiers:

6. Tier 1 words: These are the most frequently used words that appear in everyday speech. Students typically learn these words through oral language. Examples include dog, cat, happy, see, run and go.

7. Tier 2 words: These words are used in many different contexts and subjects. Examples include interpret, assume, necessary, and analyze. The Smarter Balanced Assessment Consortium has a partial list of Tier 2 words, broken down by grade levels.

8. Tier 3 words: These are subject – specific words that are used in particular subject areas, such as 'peninsula' in social studies and 'integer' in math.



When choosing which vocabulary words to teach, you may want to pick words from Tier 2 because they're the most useful across all subject areas.

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