

## CHALLENGES IN TEACHING VOCABULARY AT PRIMARY SCHOOL

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**Annotation:** *English has become one of the most widely spoken and understood languages in the world. English is being learned by an increasing number of people of all ages. They clearly have various competencies, skills, and requirements as a result, the thesis topic on which we focus. On the other hand, there are obstacles in teaching language in primary school. The primary factor is the age of the students. However, gaming and game-like activities do not interfere with learning English. People of various ages use the language.*

**Key words:** *vocabulary, instruction, primary school, problems, age, and game-like activities.*

**Introduction:** Students arrive at school with a wide range of language. Some pupils will know thousands more word meanings than the rest of the class. It is beneficial to have a framework for decision-making in this area when making instructional decisions on which terms to teach. The first step in delivering good vocabulary exercise is determining which terms to teach. Graves and Prenn, for example, divide words into three kinds, each needing a greater commitment of teacher and student time for training. The students only need to identify the written symbol for terms that are already in their vocal repertoire. When a word for which the student has no notion arises frequently in the context, the teacher must take the time to develop the concept through education. When a student's listening vocabulary includes the word, it can be taught through writing experiences and exercises. The emphasis should be on assisting students in becoming autonomous learners; they should be encouraged to become actively involved in word selection.

**Method.** Ways first, we have type A Words. These words are used in school or college and the subjects. in textbooks, essays, and assignments. It is different from everyday language. "From different areas like categories and vocabulary. " Content area words are words that are used in a particular field of study. The word "organization" is used in social studies and "organism" is used in science. There are lots of important words that are used a lot. The most important parts are a big part of what students read and write. Students must be able to read small common words like the, is, and, are, been and because type C Words are words that connect things and signal something to happen. There might be some students must know what happens as a result of something else. Relationships, order, and other important signs of how text is arranged.

In type D words, the D means difficult - words with many different meanings are included.

This is a tough task for all students, and it can be even harder for people who are learning English. When we think about words that have more than one meaning, we should also think about the consonant-vowel-consonant words that children see when they start learning to read. For instance, change the words jam and ham to simpler words like jelly and pork. These words are easy to understand if you think about foods you eat with eggs in the morning, like ham, or the sweet, sticky stuff you put on toast, like jam. But jam can also mean when people all come together and play music. Learning how to decode words should not be just about pronunciation, but should also be a chance to teach the different meanings of words. This experience with words helps you understand better. There are also extra Type X Words. These words are not used much, but they are important for understanding a specific story or situation. A word like spindle is used in the story of "Sleeping Beauty." It's important for the story, but it's not used very often in everyday language. I explain to kids what words mean without using any special teaching methods. We then talk about the outcomes and have a discussion. Simple Words Vocabulary. In order to learn a language and be able to talk, understand, read and write it, students need to learn the most important words and phrases. We pick new words carefully and introduce them slowly to make learning language easy. This overview will show us which words are seen as simple and important for everyday use. Simple words: The basic words we learn are names for things, like people, body parts, and clothes. Additionally, there are things in the classroom like a table, closet, book, desk, and chalkboard. Household items like pots, pans, stools, baskets, and beds are part of simple words we use every day. In addition, there are things from the area around us, like a church, store, and market, and things from the garden, like a hoe and spade. the things that the students need to know. Besides names, action words (also known as verbs) are important in sentences. These words show what someone or something is doing. For example, "run," "eat," and "sleep" are all action words. Verbs and action words are also taught. Children are naturally full of energy and like to move around. They enjoy playing and doing things, so they need to learn how to talk about what they're doing in English. The words used in the sentences are chosen carefully to match each other. Other types of words that are taught are pronouns like "I", "you", "they", "he", "she", "it", and "we". Prepositions are words like on, under, near, in, to, and from. Adjectives are words that describe things like good, dirty, clean, short, and red. Adverbs are words that describe how something is done, like slowly, quickly, and loudly. Conjunctions are words that connect sentences or clauses, like and, but, or so. These things should not be taught separately. This is a. Learning words in context is the best way to remember them, but it requires time and patience. Just imagine how little kids learn to talk. Children learn from grown-ups, brothers and sisters, and friends by listening and watching for many years. They don't learn by doing worksheets or memorizing lists of words. They start by listening to

words, then learn from books and talking to others. Teachers cannot replace the vocabulary children learn at home, but they can still help by using new words in conversation with their students. This can have a big effect on how many words the students can understand and use.

Conclusion. In general, I found out that students remember words better when they relate them to things they already know. This makes it easier for young students to learn new words. This happens when students work with words in one of these ways:

Create opposite and similar words.

Rewrite descriptions or meanings. Find things that are and are not examples of the word. Try using different words in a sentence. Write down sentences using the new word to show that you understand what it means. Make up situations or tales where the word is included.

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