Using Graphic Organizers in Teaching Lexicology in Schools

Omanova Sevinch

Master's Student at JSPU, Uzbekistan

Dostova.S

Scientific Supervisor, Associate Professor, Doctor of Philology (PhD), Uzbekistan

Abstract: The article discusses the methodology of teaching the section of lexicology in schools based on graphic organizers, examines it on a scientific basis, and develops practical recommendations.

Keywords: Graphic organizer, "Categorical table", "Concept map", KWL (BBB) method, chain organizer, classification diagrams.

Introduction: The use of modern teaching methods in education plays an important role. Indeed, a teacher can achieve lesson effectiveness only if they make effective use of didactic tools, technologies, and various types of methods that facilitate easy and comprehensive assimilation of the topic being taught. Today's education system places great emphasis on developing students' creative thinking. In particular, to activate students' creative activity and encourage independent thinking, graphic organizers are widely used with the help of various educational and methodological tools.

METHODOLOGY

Lexicology is a branch of linguistics that studies the vocabulary composition of a language, namely the lexicon of a particular language. Lexicology studies each word not in isolation, but in connection with other words. It is closely related to branches of linguistics such as lexicography, phraseology, semasiology or semantics, etymology, stylistics, and the study of word formation. One of the main issues of lexicology is the existence of a word as an independent linguistic unit. Lexicology also examines issues such as the semantic interrelations of words, including monosemy, polysemy, synonymy,

antonymy, and the free or bound use of word meanings. When the lexicon is considered as a system, the interrelation of word meanings and concepts is emphasized.

Lexicology develops the regularities of the practical use and development of the vocabulary, elaborates classification principles from the stylistic perspective, and examines the norms of use in colloquial and literary languages, as well as the standardization of dialectisms, archaisms, neologisms, and lexicalized word combinations, making certain conclusions about them. Lexicology and morphology are considered two special branches where words are studied.

The term "lexicology" is derived from two Greek words meaning "word or relating to word" and "study". In another sense, it can also mean "study, reasoning, explanation, topic". As a science, etymology is actually a focal point of lexicology. Since lexicology studies the meanings of words and their semantic relations, it often also studies the history and development of words. Etymologists analyze related languages through a comparative method, which is a set of techniques that allows linguists to reconstruct phonological, morphological, syntactic, and other features of ancestor languages by comparing related materials and studying the structure and origins of modern languages.

To teach the subject of lexicology effectively, it is important to use modern methods, particularly graphic organizers.

Graphic organizers are diagrams or charts that visually represent educational material, helping students better understand topics and concepts. In the process of teaching topics in the lexicology section at schools, graphic organizers are of great significance.

Today, the use of innovative technologies and advanced pedagogical methods in the educational process is of crucial importance. In particular, graphic organizers are recognized as one of the effective tools for explaining complex literary texts, developing students' critical thinking, and systematically assimilating knowledge.

Graphic organizers are tools that help students systematically present concepts and ideas during the teaching process.

Types of graphic organizers include the "Insert" method, "Categorical table," "Concept map," "Conceptual table," "Cluster" diagram, "T-table," "Venn diagram," "SWOT analysis table," "Fishbone diagram," and others.

DISCUSSION AND RESULTS

The following graphic organizers were used in studying the lexicology section: KWL Chart. This visual learning tool features three columns with the following prompts: "What I already know," "What I want to know," and "What I learned."

This organizer helps activate existing knowledge prior to understanding new material. It is used both before and after reading or studying a topic. Before learning, students list what they already know and what they want to learn about the topic. After completing the lesson, they fill in the third column with what they have learned.

This three-step procedure works wonders in giving students a sense of purpose in studying the subject of lexicology and increasing their interest in the topic.

For example, a KWL chart was created for the topic "Phrases" from the lexicology section. Through this method, we can determine students' prior knowledge regarding the topic and provide new information accordingly. As a result, students remain engaged during the lesson and avoid inattentiveness when mastering new concepts.

KWL Chart (BBB Method):

Know	Want to Know	Learned
A phrase creates a new meaning by combining the words it contains. In other words, the words in a phrase differ from their simple, literal meanings and together	A phrase reflects the social and cultural aspects of a language. A phrase used in one language may not be fully understood in another because its meaning requires the	The word "phrase" (from Arabic) generally means "to speak," "to express," or "to explain." In linguistics, a phrase is a combination of words that conveys a specific idea or concept.

express a specific concept. In linguistics, a phrase mainly represents the semantic characteristics of words and is considered an important tool for a deeper understanding of language.	cultural context specific to that language. For example, the phrase "melting one's heart" in one language expresses sincere feelings and affection, while in another language it might convey a different concept.	When these words are used together, their collective meaning differs from the meaning of each word individually. A phrase is a rich and colorful means of expression, often linked to the social, cultural, and historical context.

We will examine the "Concept Analysis" method in the lexicology section, focusing on topics such as methods of semantic shift, as well as homonyms, synonyms, and antonyms. In this method, the teacher pre-writes a concept in the rows of a table, and students are required to explain its meaning and add additional information based on their understanding.

If we use this table-based method both after introducing a new topic and during review lessons, it allows us to assess how well students have mastered the material. Additionally, instead of traditional oral questioning, using various table-format methods further increases students' attention and engagement.

Concepts	What do you think this concept means?	Additional information
Synonyms	Words that express the same general meaning; two or more words with similar meanings are called synonymous words. A group of such words is referred to as a "row of synonyms."	
Homonyms	Words that are spelled and pronounced the same but are not connected by a common semantic element and are not conceptually related. The phenomenon where unrelated words share identical spelling and pronunciation is called homonymy.	
Antonyms	The term combines "zid" (opposite) and "onoma" or "onyma" (name). Antonyms are words that express opposite meanings, meaning their semantic contents contradict each other.	
Paronyms	Words that are similar in pronunciation, sound, and morphological structure but have different or partially related lexical meanings.	
Monosemantic Words (Single-meaning Words)	Every language attempts to express an infinite range of concepts and thoughts through various word combinations. In this process, existing words acquire new meanings. A word that retains a single meaning is called a monosemantic word.	
Polysemantic Words (Multiple-meaning Words)	Polysemy refers to the phenomenon where a single lexical unit has more than one meaning. A lexeme can be either monosemantic or polysemantic. A word that expresses multiple meanings is considered a	

	polysemantic word.	
Metaphor	"Metaphor" means "transfer." It refers to the transfer of meaning based on external or internal similarity between objects, phenomena, or shapes. Metaphor involves a relative similarity between objects and phenomena.	
Metonymy	"Meta" means "change," and "onoma" means "name." Metonymy is the transfer of a name from one object to another based on their association.	
Synecdoche	"Synecdoche" means "understanding together." It is a method of meaning transfer where a part represents the whole, or the whole represents a part.	
Functional Analogy	Functional analogy refers to a similarity in function among objects or items. It is a type of meaning transfer based on the similarity of functions. It is important to differentiate between functional analogy and metaphor.	

In the FSMU technology, F stands for Fikr bayoni (statement of opinion), S stands for Sabab (reason), M stands for Misol, dalil (example, evidence), U stands for Umumlashma (generalization). This method can be used for any topic within the lexicology section.

Through this table-based method, students are encouraged to express their thoughts in an expanded manner.

They will master the topic more deeply and reinforce their understanding with examples.

Complete the table — Group 1.

Question	What dictionaries provide information about objects, historical figures, and geographical names, and what are they called in linguistics?
(F) Express your opinion	"Encyclopedia of the Republic of Uzbekistan," "Soviet Encyclopedia of Uzbekistan," "Medical Encyclopedia," "Occupational Lexicon of Fergana Dialects," and similar works.
(S) Provide a reason for your opinion	Encyclopedic dictionaries are divided into two types: general and specialized dictionaries.
(M) Provide evidence supporting your reason	Because general dictionaries are intended for a wide audience, while specialized dictionaries are designed for a narrow group of people — specifically, specialists in a particular field.
(U) Generalize your opinion	Dictionaries that include such words are referred to as encyclopedic dictionaries in linguistics.

Group 2

Question	What dictionaries include all the lexical units (lexical and phraseological) of a language and provide information about their meanings, grammar, and characteristics? What are they called in linguistics?
(F) Express your opinion	They are divided into two types: monolingual (single-language) dictionaries and bilingual (translation) dictionaries.

(S) Provide a reason for your opinion	In monolingual linguistic dictionaries, words and phrases are explained in the same language (for example, in Uzbek). In bilingual translation dictionaries, words are translated from one language into another.
(M) Provide evidence supporting your reason	Explanatory dictionaries, orthographic dictionaries, specialized dictionaries (such as dictionaries of homonyms, antonyms, terminological dictionaries, reverse dictionaries, frequency dictionaries), and Uzbek-Russian dictionaries include both monolingual and multilingual dictionaries.
(U) Generalize your opinion	Dictionaries that include such words are referred to as linguistic dictionaries in linguistics.

CONCLUSION

In this article, we set the goal of studying the practical processes of theoretical education, as well as developing and modernizing modern pedagogical technologies. I believe that throughout the course of this work, we were able to successfully achieve this objective.

REFERENCES

Abduvahob Madvaliyev. O'zME. Birinchi jild. Toshkent, 2000-yil

Balinskaya V. I.. Grafika sovre-meniogo angliyskogo yazmka, M., 1964; volotskaya 3. M., Moloshnaya T.

Axmanova O. S, Slovar lingvisticheskix terminov, M., 1969;

Bozorboy O'rinboyev. O'zME. Birinchi jild. Toshkent, 2000-yil

Hozirgi o'zbek adabiy tili, T., 1980;

Hozirgi o'zbek adabiy tili, 1-j., T., 1966;

Lingvisticheskiy ensiklopedicheskiy slovar, M., 1990.

Mirzayev M.va boshqa, O'zbek tili, T., 1970.[1]

Tursunov U. va boshqa, Hozirgi o'zbek adabiy tili, T., 1965;

O'zbek tili leksikologiyasi, T., 1981;