

INCREASING STUDENT VOCABULARY THROUGH THE USE OF ANIMATION TECHNOLOGIES IN THE PROCESS OF MOTHER LANGUAGE EDUCATION

Khasanov Abdumannon

Doctor of Philology (DSc), Institute of the Uzbek Language, Literature and Folklore,
Academy of Sciences of the Republic of Uzbekistan, Tashkent

abdumannonhasanov3137@gmail.com

ORCID: 0000-0002-8656-0521

ABSTRACT	KEYWORDS
<p>It is known that a person receives knowledge through the senses. The use of animation technology in education creates a double database in the minds of children, both visual and auditory. Without deviating from the main idea of the work taught in the lesson, it is important that the teacher uses animations as a tool to explain the essence of a fairy tale, story, novel. this article recommends that the teacher choose to go through the analysis through students' personal interpretations. These observations are compared with theoretical sources and general conclusions are drawn. This article can provide important information for language teachers, second language teachers, as well as linguists.</p>	<p>Education, pedagogy, educational technologies, vocabulary, word acquisition, new word, lexical gaps, children's vocabulary, word usage, animation, animation approach, pedagogical effectiveness.</p>

Introduction

Animation, which is one of the opportunities created by multimedia in the educational process, is of great importance in the formation of modern approaches to the teaching of literature today. Animation (Latin animatix) - means "animation" of images using machine graphics [4, p.155]. Computer animation is the synthesis of dynamic images on a computer. Man begins to understand the world through images. Therefore, modern software teaching aids are in high demand for students to understand the essence of the topic during the lesson. Modern software education tools are multimedia. It allows you to work with programs with animation, sound and video. When multimedia is used, it affects different human senses [1, p. 182].

It is known that a person receives information through the senses. If animation technology is used in the educational process, a double database is created in the minds of children, which can be created both by sight and hearing. Without deviating from the main idea of the work taught in the lesson, the teacher should use animations as a tool to explain the essence of a fairy tale, story, novel. The teacher should base his or her analysis on the students' personal interpretations. A video or animation that is accompanied by a teacher's comment will stimulate students' attention. Education becomes more interesting and emotional, students develop aesthetic satisfaction.

METHODS

The impact of animation technology on the quality of the educational process can be explained by Gardner's teaching. Gardner points out that we have eight intellects. They are musical-rhythmic, visual, linguistic-verbal, mathematical-logical, kinesthetic-physical, interpersonal, personal and natural. Animation technology has a direct impact on almost all of these types of intelligence, five of them.

1. The impact of animation technologies on musical-rhythmic intelligence. Some people have a high level of hearing development. What matters is not in the extent of this ability, but in the tasks it can perform [5, p. 277]. It is achieved by listening to a large part of the information that a person receives from the outside world throughout his life. And the information generated in this way is much more complete than the information received by other senses. The placement of audio information in videos created with the help of animation technology ensures that they are clearly reflected in the mind of the reader.

2. The impact of animation technology on visual intelligence. While animation technology is primarily focused on "animating" graphics, the reader perceives it directly visually. In the methodology, this concept is also explained by the term "figurative memory"[2, p.140]. Throughout life, a person receives a lot of information through his eyes, and the information received through sight is stored in the human brain, both voluntarily and involuntarily [6, p. 306]. A number of new animated videos created by ATA Animation Studio to monitor the impact of animation technologies on the rhythmic and visual intelligence of music should be used in the educational process, namely in the 5th grade textbook "Literature" on "Bukhari and Hadith" will be suitable.

3. The impact of animation technologies on linguistic-verbal intelligence. Animated videos and presentations can also engage a child linguistically. Because in it, theoretical information and new words enter the reader's mind through images. First, the learner develops an overview of the topic [7, p. 26]. Based on this imagination, the student learns to think logically, creatively and critically.

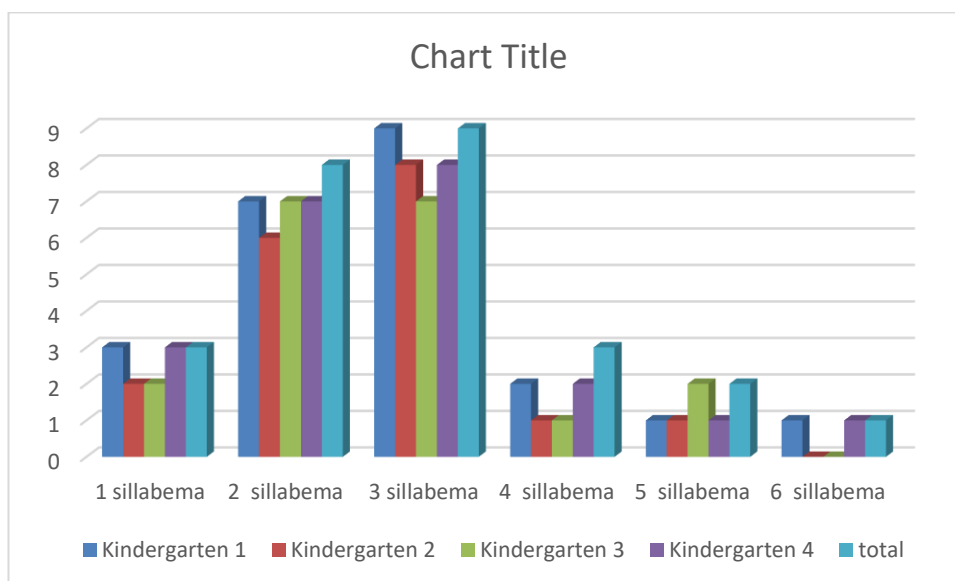
4. The impact of animation technologies on mathematical and logical intelligence. Mathematical logic is not just computational intelligence, it is the logic of analyzing scientific puzzles, identifying problems, and finding alternative solutions to them. Animation technology does not directly affect this type of intelligence, but indirectly. And these effects take place in the core of the above three intellects.

5. The impact of animation technology on personal intelligence. On the one hand, the concept of personal intelligence refers to the developed thinking ability that belongs only to a certain person and is visible in him. In the first case, it may include the above types of intelligence. On the other hand, it can also represent the types of intelligence that are now evolving. The peculiarity of the effect of animation technology on this intelligence is that it not only affects the mental abilities, but also leads to the formation of a certain type of intelligence. For example, a student who sees animated videos used in a regular lesson will be able to think and remember visually for 2-3 months. The above examples do not imply that animation technology has no effect on other intellects. Perhaps they will also be indirectly affected by these new approaches, which will increase the effectiveness of the educational process.

RESULTS

In our small study, the word acquisition performance of more than 100 children in 4 kindergartens was analyzed. A year-long observation revealed that they can learn up to 20-30 new words in a month. This is an average. But among these children there are also children who have mastered only 10-15 words.

Observations have shown that children are more likely to learn words with fewer syllables. Learning and using words that are hard to pronounce and complex can be a bit of a challenge for young children:



As can be seen from the diagram, the rate of acquisition of 2-syllable words by young children in observation is much better. Acquisition of 1- and 3-syllable words is also satisfactory. But such an opinion cannot be said about words with 4-6 syllables.

In school education, young people will have great opportunities to increase their vocabulary while acquiring the literacy of writing and reading in a special environment. In this case, school education provides a wide range of knowledge, teaches various subjects, and focuses on teaching many new words related to relevant subjects, which ensures rapid enrichment of children's vocabulary [8, p. 1025]. At the same time, the fact that school education covers a long period is also of great importance in increasing the vocabulary of students. Also, the age characteristics of students increase their ability to easily memorize and use polysyllabic words.

Naturally, learning such words causes a little difficulty for the student: complex terms that come from a foreign language and do not fit into the word formation patterns of the language can be kept stable in the vocabulary only by memorization [9]. Everyone knows that today the main terms of natural and mathematical sciences taught in school education have become international units. Studying these concepts is also important in increasing the student's vocabulary. Such terms, which are rarely used in everyday life, may be forgotten by the student after finishing school. Only professionals who deal with this term can keep it in their vocabulary for life.

In the explanatory dictionary of the Uzbek language, the word space is described as follows: 1. An empty space surrounded by certain boundaries; location 2. Infinite universe, space, sky; endless space. 3. Vacant land, place. 4. Phys. A place without air, a vacuum [12]. As the first term in this comment, the concept of "space surrounded by certain boundaries" is as clear as day for Uzbek speakers. The concept of lexical space formed on the basis of this concept also serves to name a space in a certain system [13]. The gap in the child's vocabulary has the same characteristics. Filling it is the goal of the social environment, especially the educational process.

DISCUSSION

The teaching of international and other languages as a second language in the educational system also has a significant impact on increasing students' vocabulary. In particular, methodological methods that require the active use of new and artificially memorized words in speech encourage students to speak in a mixed language (using studied language units) rather than in their native language. This serves to improve the language being studied in one way. On the other hand, it destroys the student's national language: it opens the way for the introduction of barbarisms. At worst, the student who learns a foreign language remains under the influence of two languages. Even though his way of thinking is based on his mother tongue, the cases of unknowingly and involuntarily using foreign words in his speech are increasing. This also affects the purity of national languages.

Today, the younger generation is a mature and well-rounded person. The essence of lifelong learning is the issue of parenting forms. The process is to educate the student, to inspire him raising the level of the world and the harmony of education provides. The development of young people depends on the knowledge, creativity and professional competence of teachers.

The modern teacher is perfect in the advanced methods of his time to help you learn more about the science you are teaching innovative technologies, methods and techniques that provide better should know. A hidden connection in shaping the scientific worldview and the ability to identify connections between the content of science teaching. Ensuring common ground is one of the most pressing issues today one. Because it organizes the lesson by ensuring interdisciplinary integration the teacher who received the interest in his subject from the students not only increases, but also contributes to the efficiency of assimilation.

CONCLUSION

As a result of the systematic implementation of interdisciplinary integration, the relevance of the educational process will increase significantly. Integration. When we talk about it, first of all, what it means. It makes sense to stop. Integration is derived from the Latin word meaning "integration - restoration, replenishment, integer - whole" means. As well as certain parts of the system or organism and the state of the interdependence of functions a concept that also expresses the meaning of the process going on. The above analyzes show that educational institutions play a crucial role in improving the vocabulary of a child. However, the fact that vocabulary is not exactly the same for all students who graduated from a particular educational institution is due to the individual capabilities of each child. The child tries to master the words related to the profession he wants to have in the future, as well as the concepts of his hobby and field of interest. The social environment of family, school, conversation of close friends is of decisive importance in his acquisition of words related to other areas. Also, television, radio and various social networks used by the child help to increase his vocabulary. In conclusion, the use of animation technology in the teaching process will keep the student interested in science, the subject, and, ultimately, the lesson will be effective. Adherence to this will be of great importance in the quality and meaningfulness of the educational process.

References

1. Abdumannon H. Madaniyat qishloq shevasining fonetik xususiyatlariga oid mulohazalar // Conferences. – 2025. - pp. 181-185.
2. Andaniyazova G. The use of ellipsis in dramatic dialogue // The American Journal of Social Science and Education Innovations. – 2024. – P. 139-143.

3. Baratova S. “Devoni Nihoniy” da o‘g‘uz lahjasi unsurlari // Oriental renaissance: Innovative, educational, natural and social sciences. – 2021. – T. 1. – №. 4. – C. 575-580.
4. Hasanov A. Baxmal tumani Madaniyat qishlog‘i shevasi. – T.: Bookmany print, 2025. – 192 b.
5. Hasanov A. Tilda paydo bo‘ladigan yangi so‘zlarning adabiylashuv imkoniyatlari //«ACTA NUUZ». – 2025. – T. 1. – №. 1.5. 1. – C. 277-279.
6. Khasanov A. Semantic Development In Speech-Specific Words [Journal] // American Journal Of Social Sciences And Humanity Research. – 2025. – Vol. 5. – pp. 298-303.
7. Majidovich H. A. Filling lexikal gaps with colloquial words // Integration Educational. – 2022. – P. 25-32.
8. Majidovich H. A. Methods of filling the lexical gap using word derivation // International Journal of Education, Social Science & Humanities. Volume-11. Issue-5. – Finland. – P. 1024-1035.