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ADVANTAGES OF TEACHING THE LEXICOLOGY DEPARTMENT THROUGH INTERACTIVE MEANS IN NATIVE LANGUAGE LESSONS

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Abstract
This article presents pedagogical, psychological and practical advantages of teaching the lexicology department of native languages through interactive means. The role of interactive methods in increasing the activity of students, developing independent thinking and vocabulary of speech is analyzed. The study examines the impact of modern digital technologies, electronic resources and game methods on the study of lexical units.

Keywords: Lexicology, interactive methodology, digital tool, learning motivation, modern education, vocabulary.

Introduction
Today, the transition from traditional approaches to interactive and innovative methods in education is increasingly relevant. These changes are directly related to the needs, psychological features, demand for information, accelerated thinking dynamics of the modern student. Especially one of the important sections of Uzbek language science - the introduction of interactive technologies in the teaching of **lexicology** - is becoming an important tool for enhancing students' interest in the topic, increasing their language richness and forming speech culture. Lexicology is a branch of linguistics that studies the vocabulary, where the meaning, structure, vocabulary, synonymy, antonymy, phraseology and many other language units are analyzed in depth. Due to the abundance of theoretical material in this section, the richness of topics in scientific terms,

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students sometimes have misunderstandings, decreased interest, passivity. This encourages the teacher to think about how to make the lesson active, interactive, and viable.

It is through this need that interactive methods and tools establish effective communication between the student and the teacher, relieve the unifying process of acquiring knowledge, and turn the student into an active participant in the lesson. Through methods such as game exercises, tests on electronic platforms, group discussions, role-playing, clusters, inserts, mental attacks, students will learn to independently work on the meaning of words, analyze concepts, explain information to others. Such an approach serves not only to deepen the study of lexicology, but also to develop the general thinking of the student, the culture of communication, critical thinking. Providing lexicological knowledge through interactive approaches in native language lessons forms students' conscious approach to the language, respect for national culture, preservation skills of language richness. In particular, the use of modern digital tools – such as interactive whiteboards, slide presentations, online tests, mobile applications and electronic dictionaries – will help to keep up with the times. Also, teaching lexicology with interactive methods is consistent with the person-centered, differential, and competency-based model of education. Since each student's ability, area of interest, level of perception and mode of learning is different, interactive approaches allow each of them to be actively involved in the lesson. It is on this approach that language richness is strengthened through individual approaches.

Literature Review

Scientific researches on teaching native language teaching methods, in particular the department of lexicology, emphasizes the important role of interactive methods in the educational process. In particular, Uzbek linguist **M. Juraev** in his work "The effectiveness of the use of interactive methods in native language lessons" emphasizes that interactive methods contribute to a deeper understanding of the student's lexical knowledge, independent work, the formation of an analytical and creative approach [1]. According to him, it is game and group methods that are more effective than the formal-explanatory approach

to explaining lexical topics. Linguist **M. Tursunov** in his article "Actual Issues of Modern Uzbek Linguistics" argues that the use of modern digital tools in teaching vocabulary, in particular online tests, electronic textbooks, interactive slides, Internet resources, allows students to penetrate deeper layers of the language [2]. Also, in the monograph "Organization of native language lessons on the basis of interactive methods", written by **A. Yusupova**, the educational effectiveness of game methods is emphasized. He shows that interactive activities such as "Pyramid of Words", "Top and Link", "Word Space" encourage students to think actively, to be selective and speech-active, especially on lexical topics – synonyms, antonyms, polysemantic words, phraseologisms [3].

The effectiveness of interactive approaches to teaching lexical units is also widely covered in foreign experiments. For example, the English methodologist **J. Scrivener** in his methodological manual "Learning Teaching" substantiates the importance of interactive approaches to word teaching, exercises based on application in a real-life context for thorough language mastery [4]. And the research of psychologist **T. Khodjaevna** scientifically shows that interactive lessons increase students' emotional activity, strengthen their sense of trust and form communicative competencies. It is in lexicology that the importance of these approaches is associated with the increase in the student's individual freedom of expression, choice of words, expression [5].

Analysis & Results

Practical observations on teaching the lexicology department in native language classes by interactive means show that interactive methods have a high efficiency in comparison with traditional approaches in increasing students' vocabulary, forming independent thinking and increasing interest in the lesson. Lexical knowledge is theoretically relatively complex and requires in-depth analysis in different contexts, not as a simple concept. It is this aspect that makes it necessary to use interactive methods and tools to animate the lessons, to ensure the conscious participation of the student. During the experimental test lessons, the positive effect of interactive technologies on students' thinking was clearly visible. As a result of covering such topics as "synonym", "antonym", "amonym", "phraseologisms" in the lexicology department through interactive whiteboards,

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multimedia presentations, electronic tests, word games, students' skills of independent opinion on the topic, understanding new words, analyzing them and correctly applying them in context have significantly improved. In particular, new vocabulary units explained through visual and audiovisual means remained long retained in the memory of students, and the cases of their application in real-life communication increased. Through the interactive methods of group work, the students engaged in activities such as thinking together, discussing, trying to prove their point, finding examples. At the same time, the attitude of each student to the topic, knowledge and level of activity increased. As a result of discussions in group work, different approaches to the meaning, methodological features or use of a word in the context have emerged, which strengthened students' skills of analytical thinking and logical reasoning. Also, the use of digital resources, for example, interactive tests, online assignments, word games, animated examples, mobile applications suitable for the lesson topics actively involved students in the lesson. These tools increased students' enthusiasm for the language, and it was noted that even students with low grades began to actively participate. There was also a high efficiency in consolidating the topics taught through digital means — students independently repeated the material, tested their knowledge by using interactive tests.

Working on lexicological knowledge, students' giving examples of words based on their life experience, attempts to connect the meaning of words with real situations from their environment formed their conscious attitude towards the language. For example, when teaching phraseologisms, students expressed their fascination with the expressive possibilities of the language when their symbolic meaning was explained through interactive flashcards, contextual dramatizations, and some shared similar expressions used in the family environment. This increased participation and enhanced social and cultural thinking. Also, in the course of the lesson, tasks given by playful methods (for example, "Top and Connect", "Chain of Words", "Choose the Right Word", "In what context was it used?") accelerated students' thinking on the words, leading them to independent analysis. In this approach, students not only accepted ready-made answers, but also acquired skills such as defending their opinions, justifying them on the basis of examples, listening to and evaluating other points of view. This has fostered a

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sense of communication, social activity and respect for the language among them. The results showed that lexicology lessons organized using interactive tools significantly developed students' general language literacy, vocabulary, speech culture and analytical thinking potential. Pupils have mastered the ability to work with texts with precision, to analyze accuracy, to sense the meaning of words and to use them correctly in context. Also, there was a strong motivation among them for eager attendance, active participation, independent study of the language wealth in extracurricular activities.

Conclusion

Based on the analysis and observations, it can be said that teaching the lexicology department in native language lessons with interactive means is an effective approach to the development of the student's personality in accordance with the requirements of modern education. Interactive methods and tools increase students' activity in the classroom, expand the vocabulary, provide a basis for a deep understanding of the topic and the ability to express themselves freely. The Department of lexicology, as one of the richest and most comprehensive areas of the Uzbek language, requires students advanced thinking, comprehension and analysis skills. Teaching this unit in an interactive format allows students to develop their individual abilities, orientation to independent research, collaboration and communication skills. Lessons organized through multimedia tools, online tests, group work, word games, and electronic resources not only expand students' perceptions of the language, but also increase their interest, responsibility, and activism in the language. Moreover, these approaches are important for the formation of speech culture, the development of communicative competencies and the strengthening of creative thinking.

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