

METHODS OF USING CONNOTATIVE LEARNING MATERIALS IN ENGLISH PRACTICAL LESSONS

Dilnoza Rikhsiboyevna Xoshimova

Alfraganus University Non-Governmental Higher Education Organization

Head of the Department of Interfaculty Foreign Languages

(PhD), Associate Professor

Abstract

The main essence of the scientific research is to improve the methods of enriching students' vocabulary with polysemous words of foreign languages during the lesson using connotative material.

Keywords: Connotative, denotative, biological, neutral, brand-specific word.

Introduction

INGLIZ TILI AMALIY MASHG'ULOTLARIDA KONNOTATIV MOHIYATLI O'QUV MATERIALLARIDAN FOYDALANISH USULLARI

Dilnoza Rixsiboyevna Xoshimova

Alfraganus university nodavlat oliy ta'lim tashkiloti

Fakultetlararo chet tillar kafedrası mudiri

(PhD), dotsent

Annotatsiya:

Ilmiy izlanishning asosiy mohiyati konnotativ mohiyatli materiallardan foydalanib, talabalarni dars jarayonida xorijiy tillarni ko'p ma'noli so'zlar bilan lug'aviy zahiralarni boyitishdan usullarini takomillashtirishdan iborat.

Kalit so'zlar: konnotativ,denotative,biologik,neytral,brend mohoyatli so'z.

Introduction

In recent years, the teaching of foreign languages has been developing rapidly in the field of education. Due to the modernization of technologies in the education system worldwide, the demand for language learning is increasing. It is precisely the need for fast and effective teaching of foreign languages at each stage of education that is the need of the hour. Currently, teaching English (a practical foreign language) in the higher education system with connotative teaching materials is of particular importance in teaching students additional words that simultaneously mean two different meanings and in rapidly increasing their vocabulary.



Connotative - explains the additional meaning of words that goes beyond the dictionary definition. The definition of connotative meaning is also known as associated meaning, implied meaning, or secondary meaning. An associated meaning is a meaning that is attached to a word due to its use, but is not part of the word's primary meaning. Also, the concept of biological species examples and limitations, a negative emotion, e.g. if someone feels the color dark blue, they will feel depressed or sad. A positive emotion, e.g. light blue can evoke feelings of calm or peace. Therefore, it is not always easy to interpret the meaning of a word based only on the direct meaning of the word. For example, when we use the word "dinner", there are a number of possible meanings. In addition to the dictionary definition ("meal"), there are also related meanings that we claim as connotative meanings: For one person, dinner is a time of joy, togetherness, conversation or discussion, and laughter. For another person, dinner evokes feelings of loneliness, conflict, or silence. For a third, it evokes the aroma of the kitchen and memories of certain childhood meals. The word "dinner" has a number of meanings based on personal experience. Teaching words with connotative meanings in practical English courses allows students to increase their vocabulary from level B1 to level B2 in one semester. There are three types of connotative meanings: positive, negative, and neutral. The classification is based on the response the word evokes. Positive meanings carry favorable associations. Negative meanings carry unfavorable associations. Neutral means that there are neither favorable nor unfavorable associations.

Denotative and connotative meaning in writing: Now that we know the difference between these two terms, let's use our knowledge to write. Let's say we're writing a scene about a man who has just arrived in Hollywood. What do you think of when you hear the word "Hollywood"? Hollywood has a denotative meaning because it's a literal place in Los Angeles. Hollywood also has a connotative meaning because we associate the word Hollywood with the film industry. The man could be returning to Hollywood, his home. Or he could be an aspiring actor hoping to "make it big" in Hollywood. The connotative meaning of Hollywood is related to the film industry.

The connotative meanings of a word can be different for different people, and we should pay attention to the implied or additional meanings in literature and everyday language. Connotative meaning - the main meanings. The definition of connotative meaning is that it explains the "additional", associated, implied or secondary meaning of the word. Examples of words with connotative meaning include words such as 'rich', 'child', 'dinner'. Types of connotative meaning also include positive words. Here are examples of different types of additional words:



Positive meaning	Neutral meaning	The meaning of denial
unique	different	distinctive
curious	exciting	nosy
unusual	unusual	queer
definite	willful	stubborn
work	use	use

Connotative meanings are classified not only according to the positive negative neutral value of a word or phrase. Instead, there are certain forms of connotative meaning that we should look at to understand the many emotional and cultural associations involved in the connotative meaning.

Sometimes, when analyzing the meaning of words with the same form and different meanings, linguists have come to the conclusion that the study of homonymy is especially important for understanding a foreign language.

In the Russian language, this is usually ignored. Furthermore, knowledge of homonyms is essential in English language practice, where their number is significantly higher than in Russian. When it is necessary to determine exactly what the meaning of a word corresponds to the context of speech, homonymy becomes a certain obstacle in the process of communication. Also, words-homonyms are a problem for the speaker, and they are their own to understand his statements in one sense, he is forced to choose words.

The study of homonyms reveals the historical meaning of the word and its linguistic development

It is extremely interesting from the perspective of observing changes in the process.

Modern English has many more homonyms than other languages description. In different languages, homonyms are always unique, and due to their random nature, there is no and cannot be any similarity between homonymous groups. The problem of classifying homonyms plays an important role in the linguistic description of homonyms.

In conclusion, the exploration of connotative and denotative meanings in the context of foreign language teaching underscores the importance of a nuanced approach to vocabulary development. The rapid evolution of technology and the increasing demand for effective language instruction necessitate methods that go beyond traditional teaching paradigms. By incorporating connotative meanings into practical English courses, educators can enrich the learning experience, enhancing students' ability to navigate both linguistic and cultural subtleties.

Understanding the additional, implied, and secondary meanings of words fosters a deeper connection to the language, allowing learners to engage with texts, conversations, and cultural contexts more meaningfully. The classification of connotative meanings into positive, negative, and neutral categories provides a structured way to approach this complexity, ensuring that students not only expand their vocabulary but also refine their interpretative skills. For example, teaching students to differentiate between the denotative and connotative implications of a



word like "dinner" equips them with the tools to understand diverse emotional and cultural associations.

Moreover, the emphasis on homonyms in English further highlights the challenges and opportunities in teaching a foreign language. Homonyms, with their historical significance and linguistic complexity, present unique hurdles in communication but also serve as a gateway to understanding the dynamic evolution of language. By addressing these challenges, educators can help students build confidence in interpreting context-dependent meanings, thus improving both comprehension and expression.

The study of connotative meanings and homonyms reveals not only the richness of the English language but also its potential as a tool for fostering intercultural competence. This approach aligns with the broader goals of modern education, which prioritize adaptability, critical thinking, and effective communication. Therefore, integrating connotative and homonymic studies into language teaching methodologies is not merely a pedagogical enhancement but a necessary step toward preparing students for a globalized world.

By adopting these strategies, institutions can achieve a measurable improvement in language proficiency, bridging the gap between theoretical knowledge and practical application. This progress ultimately empowers learners to thrive in diverse linguistic and cultural environments.

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