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POSTCARDS-AS THE MEANS OF ENRICHING VOCABULARY AND LITERACY SKILLS

Nowadays Azerbaijan lives great time of its history. After the liberation of our occupied lands from Armenia we enjoy the victory atmosphere. People of different nationalities, as well as our people are eager to visit the liberated lands, Shusha , Fuzili , Jabrail and Agdam.

Though these territories are not cleaned from minas the people go there to see their motherland, and the vandalism acts which has been done for thirty years by occupants. Tourists from different countries and different nationalities saw this vandalism in recent years but today they become the witnesses of construction there.

As a teacher we must teach our students to show the way to give information about the territory to their friends to different corners of the world. Though it will be imaginary yet, I think by this way ,we 'll improve their patriotism, love for motherland, give information about the geography , history , tourist attraction of Garabakh and territories around it. Every English language teacher must do her best to teach these morals by doing different exercises at her lessons. We are going to share one experience which we did our English lessons.

I think, everybody likes to write to family, friends during a vacation. Imagine that you are in Shusha during your vacation in Novruz . You want to write a postcard to your friend who lives abroad or somebody from a foreign country comes as a tourist to Azerbaijan and writes a postcard to her mum.

What would a typical vacation postcard say? How can reading, writing postcards, even imaginary ones, helps your students gain valuable vocabulary and literacy skills .[4,55]

The lesson plan allows you add fun experiences to literary lessons. Reading the feature article about Shusha that appears in this issue or on the text which is from “English or historians” (a textbook for history students) will help you, draw on new vocabulary and experiences to provide you with authentic material to present this lesson.[7,169]

The Aim of the lesson is to help the students gain study skills and literacy strategies. They become better readers and writers of English. For during this we must pay attention to the objectives: to learn how to write about travel experiences to Garabakh i.e Shusha.

As you know Shusha is announced the cultural Center of The Turkish World this year (2024) ,we namely speak about it. To pay attention that writing to an audience and with a purpose are the basic components of writing well.

To enhance reading comprehension through understanding of the author's intention.

To enhance comprehension through questioning and to learn that asking questions is a reading strategy that can be used with different kinds of texts. [8.]

This lesson can be held on the pre-intermediate and intermediate levels of English.

Materials for the lesson maybe sample postcards that have been sent with information on them. If you have some postcards written in English they can be excellent examples of authentic reading materials. Don't worry if you don't have them, please create them by cutting stiff paper in the size of postcards, draw or past a picture of a famous place. (4,43)

In this case of Shusha(for exp. jidir duzu or Vagi's, mausoleum or Isa bulagi etc.) One side of each card and on the other side writing a note about a vacation from that place.For this kind of the lesson group work is more effective.

Starting students work in groups to accomplish tasks is an important part of the lesson. The methodists or researchers agree that learning socially is just an important as the learning that takes places individually. Put students into effective learning groups can be an art, there are different ways of creating good groups. Here you can create various groups for different activities. They can be students of different skill levels of working together or students of the some skill level working together.

As we have groups with the same skill level we have no difficulty in forming groups. It is up to you to create different form of groups, may be friends in one group. may be "quiet" or "talkative" groups etc. When you create groups warm up in order bringing students into activity. At first remind your students that people all over the world, go on vacation, they buy, write and send postcards. Sending this is a way that people share new experiences with others when apart(.8)

To make it clear write on the blackboard following questions and ask to answer them.

1. Have you ever send a postcard?
2. If yes, who did you send it?
3. Where were you, when you send it?
4. What did you write on it?

The students answer the questions during this period, provide them with necessary vocabulary. After this show some sample postcards asking question on them identify if they have come difficulties in expressing ideas, provide them with words expression writing them on the black boards, explain , make them clear for understanding. Use your native language if necessary.

Ask the students:

1. What kind of information was written on the postcard.
2. How does the picture on the card relate to the postcard written message?

When students answer them. present a Fact Sheet to them and conduct your lesson.

Fact Sheet: Shusha, Azerbaijan

State: Garabagh , Azerbaijan

Foundation: 1752

Old name: Panahabad (named after Panahali khan, the founder of Shusha)

Official website: shusha//:n.gov.az

Population: 34.700 (2020)

Area: 310 km² (120 sq.m.) (5,5 km²-the city)

Elavation: 1.800 m (5.900 ft)

Average temperatures:

January:

Low: -4°C

High: +1°C

July:

Low: +16°C

High: +19°C

Average annual rainfall: 700-800 mm

Nicknames: The conservatory of Azerbaijan (9)

History and Industry

Shusha is a town in the region of Garabagh in the south Caucasus . It was captured by Armenian forces on 08.05.1992 during the Garabagh war .According to some sources the town of Shusha was founded in 1752 by Panah Ali Khan. From the mind of the century to 1822 Shusha was the Capital of Garabagh khanete. The town become one of the cultural centers of the South Caucasus. The town was named Panahabad after its founder. During the rule of his son Ibrahim Khalil Khan (1763-1806), the received its present name- Shusha.. The town reattached by different rulers, last time by Armenians , and after 30 years was liberated on November8,2020from occupation. (1,31)

Landmarks: Jidir. Düzü (Horse racing plane, Yuxari Govhar agha masjidi, Asagi Govhar agha majcidy, (uper Govhar agha mosque, Isa bulagi (Isa spring) , Vagif's mausaleum museums of Bulbul, Natavan, Uzeir bay, The Factory of National Musical Instruments and many other sights.

Art and entertainment

Being the conservatory of Azerbaijan Shusha offers a wide assortment of leisure activities, Festiivals as "Khari Bul-bul festivali" , different meclisis from the ancient times till today, the meclisis on poetry , music activities, for sport lovers, horse races were held in old times.(1,152)

After presenting ‘A Fact Sheet ‘ about Shusha give 2 minutes for thinking and understanding, then give them task.

Write the postcard message on the board. Read it aloud to the class, or ask a student to read it aloud.

**Dear mum,
I'm in Shusha. The city is fabulous place. In "Novruz" the city witnesses the Horse race in Jidir Duzu
Love, Madina .**

Exercise 1: What's missing? Tell your students when Madina's mother got the postcard, she was disappointed as the message was so short. She wanted to see more information about the city. She thought that a lot of information was missing from the postcard.

1. Divide the students to groups and give information that mother always wants to know about their children do.

2. Ask them to work together create the kinds of questions what mother can write when she got the postcard. Remember that they must have "leaders", "reporters" in groups.

3. After that brainstormed in their small groups, ask them to share them with the whole class, write on the board example questions.

1. Who was Madina with?

2. When did she write the card?

3. Why Shusha is fabulous etc...

Final metocognitive discussion have to be held and then say students that they have created who, what, when etc. questions. Tell students that using this questioning strategies When they write allow them to have complete descriptive detailed writing.

Exercise 2: Reading a postcard - writing a postcard. Below a sample postcard that provides more details about Madina's vacation. Put it on the board, share with the students. Read it aloud

March 19 2024

Dear mom,

I'm having a good time in Shusha walking around "Jidir duzu ,"Isa bulagi" good food and different museums, sights of Shusha. We are staying at a Hotel. Even though, it is cold, windy in this time of the year, I'm enjoying being here. especially this time of the year because of " Novruz holiday", for interesting customs and traditions. Today is the last Tuesday of ' Novrus' , people make bonfires in the town center and dance and sing around it till the midnight. They crack colored eggs, offer pasteries- shakarburra,, pakhlava to the people around it. The street are full of people enjoying the holiday. I'm Having a good time and wish you were here .

love Madina.

At first work our question answer relationship (Qar) explain that reading is not just understanding, asking the meaning of word ,but the text as well to understand the meaning of text we know 4 types of Qar questions. Qar questions can build comprehension and critical thinking. (4 ,54)

1. "Right there" questions, this can be called literal questions, as the answer can be found right there in the text, this may be as following. What does literal questions mean?

2. "Think and search" questions- here the students is asked to use the text to find the answer, but in this case needs to put together different ideas from the whole text to come up with the answer. The favorite time search questions is ; What is the main idea of the text?

3. "author and you" questions: - these also known as inferential questions as they to theme about answer using the text. One example to such questions; What does the author suggest to?

4. On my own questions- the students needn't use the text. Example: what would you write a postcard if you took a vacation in a famous city in (another) your country?

The answer comes not from the text from the students own ideas. Her giving the students sample QAR questions to answer.

1. "Think, search" questions: why did Madina say she was having a good time

2. "author and you" questions: what does Madina imply using the term "make a bonfire"?

3. "On my own" question: for you what are the components of a good vacation?

Then the students answer the questions you give them, ask them to come up with their own Qar question for category and to try answer those. At the end of this activity, have students copy the exemplar postcard to the next lesson.(continued)

AÇIQCALAR- LÜĞƏT VƏ SAVAD BACARIQLARININ ZƏNGİNLƏŞDİRİLMƏSİ VASİTƏSİ KİMİ

Qəribə Məmməd Məmmədova

Xülasə

Məqalədə xarici dilin tədrisində tələbələrin lüğət ehtiyatlarını və xarici dildə savad bacarıqlarını zənginləşdirməkdə açıqcaların rolundan bəhs edilir. Dərsin əsas vəsaiti kimi tətil zamanı yazılmış açıqcalardan istifadə edilməklə yeni açıqcaların yazılmasının yolları göstərilir.

Əsasən işğaldan azad olunmuş regionlardan, Şuşadan, Türkiyədən olan Mədinənin anasına yazdığı açıqcada Şuşa şəhərinin bayram günlərində, necə füsunkar olmasından, adət-ənənələrindən, tarixindən bəhs edilir. İlk yazılmış açıqcada çatışmayan materialları üzə çıxartmaq üçün "wh" suallar qoyulur və tələbələr bundan sonra yəni, daha dolğun açıqca yazmaq üçün hansı nüanslara fikir verməlidirsə, onlar izah edilir. (Qar questions) Məqaləyə əlavə edilmiş "Fact sheet" (faktlar lövhəsi) vasitəsi ilə tələbələrə Şuşa haqqında tarixi əks etdirən və bu gün üzə çıxan məlumatlarla tanış olurlar. Bu məlumatları xaricdə yaşayan dostlarına açıqcalar vasitəsi ilə ötürməyi öyrənirlər. Həmçinin vətənpərvərlik rolunda tərbiyə alırlar. Bu məqalədə qruplarla işin bu sahədə üstünlüyü də qeyd edilir və metodikası

izah edilir. Tələbələrin qrammatik, leksik və yazı vərdişlərinin inkişafında əhəmiyyətli təsirindən bəhs edilir. Məqalənin sonunda davamı olacağı göstərilir.

Açar sözlər: açıqca, lüğət, savad bacarığı, tətil, "sual-cavab əlaqəsi", "Qar", təcrübə

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Summary

This article deals with the importance of postcards in the enrichment of vocabulary composition and development of language skills. As the main means of the lesson are postcards written during the holiday on the basis of which the students must write new ones. The article shows how to write them. In Madina's postcard to her motherland Turkey from Shusha the city which has been liberated from Armenian occupation, she speaks about places of interest in Shusha, its history, customs and traditions. In order to find out missing information in the first articles "Wh" questions are put. It is explained to students which nuances they should pay attention and thanks to it they are able to write more complete postcards. QAR questions have been added into the article. Thanks to "Fact Sheet" get acquainted with the information reflecting the history of Shusha. They learn to forward this information to their friends in abroad. They are educated as patriots as well. Advantages of group work are noted in the article. All these data are very effective for the development of grammar, lexical and writing skills. As it is noted the article is to be continued.

Key words: postcard, vocabulary, literacy skills, vacation, (Qar)- questions-answer, relationship, experience

ГАРИБА МАММАД МАММАДОВА

ОТКРЫТКИ КАК СРЕДСТВА ОБОГАЩЕНИЯ СЛОВАРНОГО СОСТАВА И ЗНАНИЯ РЕЗЮМЕ

Данная статья посвящается роли открыток в обогащении словарного запаса и развития навыков речи в изучаемом языке. Основным пособием урока являются открытки, посланные во время каникул, на основе которых студенты должны составить новые. В статье указываются способы составления новых открыток. В открытке Мадины отправленной из освобожденной от армянской оккупации города Шуша на родину в Турцию, она рассказывает о прелестях

Шуши в праздничные дни. На основе этой открытки объясняются студентам необходимые материалы для информации с помощью открыток своим друзьям за рубежом. Это, а также воспитывает их в духе патриотизма.

Статья беседует об эффективности групповой работы и даются методические рекомендации. А также отмечается большая роль материала в деле развития грамматических, лексических и письменных навыков у студентов. Как указано в статье следует продолжение данной темы.

Ключевые слова: открытка, словарь, знание, каникулы, связь - вопрос и ответ, опыт.

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