



## Enriching the Vocabulary of Elementary School Students in the Russian Language Lessons

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**Abstract:** This article talks about the basics of enriching the vocabulary of younger students and the methods used in Russian language lessons.

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The Russian language is considered one of the richest languages in the world. This should be especially taken into account when it comes to teaching the Russian language for those to whom it is not native. For example, in Uzbekistan, where the official language is Uzbek, children have to translate the meaning of a Russian word into their “native” language so that students form an association with the word. The task of the teacher at school is to form a developed speech culture in the student, consistent with the needs of the modern. The lexical stock of the Russian language is inexhaustibly rich: it is constantly supplemented with new lexical units that make Russian speech more beautiful, diverse and universal.

Replenishment of students' vocabulary (both active and passive) is considered one of the main tasks in teaching the Russian language in elementary school and is of great importance in the language training of students.

The basis of the content of enriching the vocabulary of students is a dictionary - a minimum.

“Native language is the language of words: large and small, simple and complex, understandable and incomprehensible. The very nature of the word, its connection with the outside world requires a thoughtful and meaningful approach to working on the vocabulary of the Russian language. Through the native word, as noted by K.D. Ushinsky, reflects the entire history of the spiritual life of the people.[1] Therefore, in our opinion, it is so important from the very beginning of a child's education at school to reveal the “mysteries” and possibilities of the native language, instill interest in it, form and develop a sense of the word.

In the Russian language lessons, the teacher pays all his main attention to the grammatical, spelling and structural analysis of words, while working less on their semantics.

Often in the texts of exercises in the Russian language and in literary works there are words that have already gone out of everyday use - these are obsolete words. They are part of the obsolete vocabulary. And it is very important for the teacher to introduce students to such vocabulary: to explain the meaning of obsolete words, to teach how to use dictionaries in order to find out the meaning of a word, how to use these words in speech.

Language acquisition is a creative process.

In the process of communicating with peers, parents, while reading books and during games, the child learns information, memorizes new words. A person gains a lot of experience in the process of work.

Since children of primary school age have their own psychological characteristics, the methods and techniques in the lessons in primary school should be specific, in particular, the lessons should combine various types of student activities; introduce elements of the game, which contributes to increasing interest in the lesson, the entertainment of the lessons themselves.

One of the more effective means that can arouse interest in Russian language classes is a didactic game. The task of the game is to arouse interest in knowledge, science, books, teachings. In early childhood, play plays an important role in the development of the child. When children are included in didactic games, interest in learning activities increases rapidly, the material being studied becomes more understandable for them, and their working capacity increases significantly.

It's no secret that play is an essential part of the learning process. Games help to form the phonemic perception of words, enrich students with new information, activate mental activity, attention, and most importantly, enrich the vocabulary of children and activate their speech. As a result, children tend to learn the Russian language. And also didactic games in the Russian language contribute to the formation of spelling vigilance of a younger student.[2]

Here are some didactic games and game methods that can be used to develop the lexical enrichment of children's stock.

Games:

#### 1. Game "Crypters"

Purpose: automation of sounds, development of phonetic and phonemic perception, processes of analysis and synthesis, understanding of the semantic-distinctive function of sound and letters, enrichment of students' vocabulary, development of logical thinking.

Move: They play in pairs: one as a cryptographer, the other as a guesser; you can play with the class, in this case: one in the role of a cryptographer, and the students from the class must guess the word.

The cryptographer conceives a word and encrypts it. Players can try their hand at deciphering phrases and sentences.

Baazh (Toad), konos (sock), kyoink (skates)

The guesser will not only have to guess the words, but also choose an extra word from each group.

For example:

1. Aaltrek, kaliv, raukzhk, zoonkv (plate, fork, mug, bell)
2. Oars, straa, enkl, roamksha (rose, aster, maple, chamomile)
3. Gaduar, zdzeav, otrbia, sgen (rainbow, star, orbit, snow)

The significance of these games lies in the fact that on the basis of this material it is possible to work out both the speed of reading and enrich the vocabulary of students, study the syllabic composition of the word, develop spelling vigilance and much more.

The main task of entertaining didactic games is also that they help children relieve tension and fight fear when writing in children who feel their own inadequacy, creates a positive emotional mood during the lesson.

They help to develop an active vocabulary, conversational skills speech games: task games with words and games with words. Currently, there are a lot of games on alphabetic material, with words, for this, players must be able to read, make words from letters and syllables.

Rebuses are a very common task with words, in which words or a phrase is encrypted in a picture. The puzzles also use not only pictures, but also the image of letters, and the spatial relationships of the parts of the picture are also indicated by the sounds that make up the "hidden" word.

Games of this kind give players the opportunity to train their memory and express erudition, also to delve deeper into all the subtleties of the language, to understand the structure of word formation. Let's look at the following games as an example:

"Compositor". This is one of the most famous word games. A word (usually long) is given, such as "stop". For a certain time, the players need to add other words from the letters of this word ("machine", "slope", "tank", etc.). The players then take turns calling them. Only those options that have not yet been named are taken into account. The player who last named the word wins. The winner of the game is the one who came up with the longest word.

A lesson in such an unconventional environment will arouse great interest among students, and will also contribute to an easier and stronger assimilation of words, as well as their application in their own speech.

You can also use the method of compiling dictionaries based on the vocabulary of read works of art (in reading lessons), which has proven itself very well and has been used by many teachers in practice for quite a long time.

After reading some works (small in volume), students are invited to make lists of words and phrases that they do not know in their opinion, which they met in this work. Words can be completely different in terms of their lexical meaning, and in terms of their grammatical form, and in terms of their spelling. An important condition and the most important thing in this work: the words must be written correctly and beautifully. (The dictionary does not allow mistakes and corrections; if you cannot write a word correctly right away in the dictionary - practice in a draft). Vocabulary exercises develop students' memory for the spelling norm, expand vocabulary.

To better memorize words, various mnemonic techniques are used: poems, stories, drawings, puzzles, groupings of words, thanks to certain associations, help children remember a difficult word.

The mental perception of primary school students is visual-figurative in nature, i.e., students draw specific ideas and images in their subconscious. In this connection, many of them also have a figurative type of memory.

Also, in working on fixing the meaning of words, you can use various lexical exercises:

1. Write down only those single-root words (aspen, aspen, aspen, aspen, boletus) that correspond to the following meanings: 1) young aspen; 2) aspen forest; 3) a mushroom with a red or brown-red hat, which can most often be found in the aspen forest.
2. Explain who is called that: a librarian, a tractor driver, a combine operator, a telephonist, a driver.
3. Find in sentences words that are close in meaning to the word, write out these words.

Seryozha hurried and handed over the essay to the teacher very first. The teacher checked the essay and was upset: - You, Seryozha, hurried up, did the work in haste. Because of the haste, it turned out somehow, tyap-blunder. But you know how to write good essays.

4. Find words in sentences that are opposite in meaning.
5. Choose a word opposite in meaning to each of the words.

Right, top, tomorrow, hello, please...

6. Fill in the sentences with suitable dictionary words.

Boots, shoes are shoes, and ... are clothes. Hare, are animals, and ..., are birds. A pencil case, are educational supplies, and ..., are tools. Carrots are vegetables.

In the initial course of grammar, spelling and speech development, great importance is given to vocabulary and spelling work, during which children learn the spelling of words with unverifiable spellings, lists of which are given for each class. Children receive basic information already in the first grade. First-graders are already getting acquainted with the spelling of words such as sparrow, crow, magpie, etc.

The skills of writing vocabulary words, on the one hand, largely depend on the vocabulary capabilities of children, their active vocabulary, on the other hand, the study of such words and conducting vocabulary and spelling exercises should help to activate the vocabulary of younger students. Here, such a technique as spelling reading can be used.[4]

A week of work on blocks of vocabulary words passes. But the work with these words does not stop. Don't stop at what you have achieved. You can always find an opportunity to invite children to write a word again, give them the opportunity to comprehend its meaning, make a phrase with it, and use this phrase in a sentence, a coherent text. Proverbs, sayings, riddles, crossword puzzles, poems, excerpts from works of art can become the main material for conducting exercises of this kind.

## **CONCLUSION**

In recent years, unfortunately, students have seen a sharp decrease in attention to the lessons of the Russian language, children do not want to expand their horizons, do not want to improve their literacy and culture of speech. And this makes it very sad, because in this way students impoverish their speech, and at the same time their language. School lessons of the Russian language should arouse interest and craving for constant acquisition of knowledge.

At the lessons of the Russian language, the teacher should not forget about the semantics of words. He must pay sufficient attention along with the grammatical, spelling and structural analysis of words. And this, in turn, will not lead to deterioration in the memorization of new words, to the impoverishment of the vocabulary of children, and the teacher must fight this in every way.

Since traditional teaching methods do not always ensure the assimilation of the material by all students, the question arises of the need to properly organize the process of learning activities in the classroom. First of all, it is necessary to form cognitive motivation. Unfortunately, today, methods of external motives are superior - mark, praise, punishment. But real motivation will take place only when children strive to go to a school where they feel good, meaningful, and interesting.

Only the creativity and preparation of teachers can positively influence a lot of children's attitudes towards learning and teaching. In order for students to want to develop interest and strive to acquire new knowledge, the teacher needs to introduce entertaining varieties of lessons into the practice of schools, eventually creating original, non-traditional lessons.

At the age of 6-10, students are most receptive to learning the basics of their native language, since it is natural for a person to master the language in childhood. It is at this time that a hypocritical and ignorant attitude towards the language should be prevented, and its expressive possibilities should be introduced as widely as possible.

The assimilation of a huge vocabulary contained in textbooks cannot occur spontaneously, because. Vocabulary in any language is always not a simple sum of words, but a certain system of relative and interrelated factors. The system, as you know, is the unity of parts in a mutual sphere, characterized by a common functioning. Consequently, “lexicology appears to us not as a science of individual words, but as a science of the lexical system of a language as a whole.”[5] (Shansky)

Starting from the first grade, it is necessary to develop students' attention to the meaning of the word, to give exercises that allow them to further develop the ability to independently interpret the meaning of words, encouraging them to identify and compare language units: sound, word; observe how a change in one sound in a word leads to a change in its lexical meaning.

Only then will children strive to remember the word, use it in speech, and actively use it in their individual vocabulary, which will ultimately help them master the beautiful, correct and expressive Russian literary language.

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