

The Main Directions and Methods of Work on Vocabulary in Primary School

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Abstract: This article discusses the issue of the main directions and methods of work on vocabulary in elementary school. Vocabulary enrichment - the assimilation of new, previously unknown words to students, as well as new the meanings of those words that are already in their vocabulary.

Keywords: primary education system, vocabulary, primary school, linguistic terminology, vocabulary activation.

Improving the system of primary education is aimed at solving a number of important tasks, among which the creation of a solid foundation for subsequent education should be highlighted. This implies not only mastering the system of basic knowledge and skills by junior schoolchildren, but, above all, their successful inclusion in educational activities, the formation of educational independence. Primary school should help students learn effective means of managing educational activities, develop the ability to cooperate.

In the Russian language lessons, students receive both linguistic and non-linguistic knowledge. Children acquire knowledge about the language in the process of learning it, and with them they replenish their vocabulary, assimilating linguistic terminology.

Extra-linguistic (extra-linguistic) knowledge (about the world) students in the Russian language lessons draw partly from the texts of the exercises, as well as on excursions, as a result of acquaintance with works of art, participation in sports, visiting theaters, museums, production facilities, etc., where they, along with new knowledge, learn new words. The task of the teacher is to use new words in the educational process in the study of grammar and in the development of children's speech [5].

Students' knowledge about the world, as you know, is replenished in all academic subjects, therefore, an important source of expanding vocabulary in Russian language lessons is the use of interdisciplinary educational and didactic material, which is not contextual and contextual.

In the first case, individual words or thematic groups of words, phrases, sentences are used that reflect the content of a particular school subject, in the second case, texts containing separate information from other school subjects.

Vocabulary work at school is an area of Russian language methodology; covers the assimilation by students of new words and knowledge, shades of meanings, emotionally expressive coloring of words, areas of their use, ambiguity and figurative vocabulary, that is, the use of new learned words in their own statements, including them in the number of words constantly used by the student; purification of the dictionary, that is, the removal from the student's active dictionary of dialect,

colloquial, vulgar words [3].

Vocabulary work at school includes four areas: enrichment of the dictionary, clarification of the dictionary, activation of the dictionary and elimination of non-literary words. All these areas of work on the dictionary are constantly interacting. All areas of vocabulary work are conducted in the primary grades only on a practical basis, mainly based on the text, without theoretical information and even, as a rule, without terms [3; 4; five].

Vocabulary enrichment is the assimilation of new, previously unknown words to students, as well as new meanings of those words that are already in their vocabulary. This is achieved by adding 4-6 new vocabulary items to the child's vocabulary every day.

It is necessary to acquaint children with the concept of "rich - poor speech" already in elementary school in order to more consistently and productively carry out practical work to enrich students' speech [6]. In order to most fully and accurately express their thoughts, the child must have sufficient vocabulary, so work on oral speech begins with the expansion and improvement of the vocabulary [3].

The transformation of an unfamiliar sound complex into a word-sign, which is produced by the teacher with the help of special methodological means, is its semantization. Semantization of unfamiliar words is one of the tasks of enriching students' vocabulary. This process begins with her in the lessons in all school disciplines, including the lessons of the Russian language. The semantization of a word is methodically expressed in the explanation (interpretation) by the teacher of the lexical meaning fixed in the language for one or another sound complex. In the methodology of teaching the Russian language, special methods have been developed for explaining the lexical meaning of a single word. They are varied. This ensures students' interest in vocabulary activity, allows you to introduce a new word in the most rational way for each case.

The method of word semantization is a method of turning an unfamiliar sound complex into a word-sign, i.e. fixing sound and meaning in the minds of students into a single whole - a word. Semantization techniques are designed, firstly, to connect the word and reality in the student's mind, as a result of which the word in the student's language performs a naming function, and secondly, to reveal the semantic factors that make up the semantic structure of the word. Taking into account these two functions, the methods of semantization are semantic definition, structural-semantic motivation, comparison with a word known to the student, visibility, context [4].

In the methodology of the Russian language, there are many methods of working on the meanings of a new word. The use of all techniques provides a variety of work, and also allows you to enter a new word in the most rational way for him. Let's consider the main techniques, arranging them according to the degree of their developing potential, which we used in the experimental work.

1. Word-formation analysis, on the basis of which the meaning (or shade of meaning) of the word is clarified. In elementary grades, the question is usually asked: "What word is this word formed from?" or "Why did they call it that: boletus, lollipop, fellow villagers?". This method of explaining words makes it possible to link vocabulary work with spelling, as it reveals the roots of words and helps to check unstressed vowels, voiced, voiceless and unpronounceable consonants.
2. Comparison of words in order to identify differences, to distinguish between the meanings of paronyms: strawberry and dugout, silver and silver.
3. Explanation of meaning through context. Reading the passage "highlights" the meaning of the words; schoolchildren are easier to understand not only their direct meaning, but also the appropriateness of use, compatibility, expressiveness.

4. The inclusion of a new word in the context compiled by the children themselves. The task is a variant of the previous one. This is a method of activating students, but in difficult cases, inclusion in the context can be done by the teacher.

5. Finding out the meaning of a new word from reference materials, that is, from footnotes and a dictionary in a reading book. In some cases, you can use explanatory dictionaries.

6. Showing an object, picture, mock-up, stuffed animal or action. This means of developing the cognitive activity of students depends on the degree of independence of the students involved in the explanation: if the picture explaining the meaning of the word was picked up or drawn by the children themselves, then they

cognitive activity is quite high.

7. The method of selecting synonyms. This is one of the most universal and frequently used tricks: grooming - caring, surrounded by care, named - called himself, knight - warrior. But when using this technique, a mistake often occurs: analyzing, for example, the meaning of the words good and beautiful, children in both cases replace them with a neutral, beautiful, expressive language. Such a replacement does not enrich, but impoverishes the speech of students, as it leads them away from emotionally colored, expressive words that have shades of meaning, to words that are stylistically neutral, devoid of shades and colors.

8. Reception of the selection of an antonymous pair: start - finish, good - bad.

9. A detailed description consisting of a group of words or several sentences. This technique of clarifying the meanings of words is valuable in that it allows you to maintain the ease of conversation.

10. Method of logical determination. This technique often helps to reveal the meaning of the word by summing it up under the closest genus and highlighting specific features: cruiser - "warship".

A variety of techniques and increasing the activity of students in explaining the meanings of words is the most important task of vocabulary work in primary school. It is necessary to use these methods of semantization in a complex. But this does not mean that each word should be entered into the students' vocabulary based on the use of all techniques. This refers primarily to the provision variety of methods of work, the introduction of a new word in the most rational way for him.

Vocabulary refinement is a dictionary and stylistic work, the development of the flexibility of the dictionary, its accuracy and expressiveness, which includes [6]:

filling with the content of those words that are not quite accurately learned, which is ensured by their inclusion in the context, comparison and comparison with other words;

mastering the lexical compatibility of words, including in phraseological units;

mastering the allegorical meanings of the word, the polysemy of words;

the assimilation of lexical synonymy and those shades of meanings of words that are characteristic of individual synonyms in a synonymic group.

Vocabulary activation is the transfer of as many words as possible from the passive dictionary to the active dictionary. Words are included in sentences and phrases, they are introduced into a retelling of what has been read, into a conversation, into a story, presentation and composition.

Vocabulary activation is one of the most important areas of vocabulary work in the classroom. Therefore, the teacher's task is to help students master the compatibility and scope of passive words in order to translate them into the student's active vocabulary. The word is considered activated if the

student has used it at least once in retellings, stories, dialogues, essays. Ownership of a word implies the importance of its semantics, compatibility and scope of use [3].

The introduction of new words into students' personal vocabulary after semantization is the second most important area of vocabulary work. Analyzing the word as a unit of language, it is necessary to keep in mind the following features: the direct connection of the word with the objective world, the semantic (semantic) connections of the word with other words, the manifestation of the lexical meaning of the word depending on other words, the connection of the use of the word with the tasks of its choice in different speech styles.

M. R. Lvov singled out the following ways of interpreting the meaning of a word: a visual, contextual way of substituting synonyms, a logical definition, a detailed description, a selection of antonyms, an analysis of the spelling structure of a word and word formation [2].

In order to activate the vocabulary, the work can be presented in the form of the following main stages.

1. Interpretation of a word using one or more methods: a) context; b) selection of a synonym or antonym; c) a turnover that includes an already known single-root word; d) descriptive turnover.

2. Reading and writing a word (work on orthoepy and spelling).

3. Work on patterns of word usage (ready-made phrases and sentences). The teacher introduces children to ready-made phrases and sentences that include the studied words. Some of them may be taken from dictation.

4. Work on the semantic connections of the word. Exercises that teach children to identify and assimilate the paradigmatic connections of words contribute to the enrichment of their vocabulary. Such exercises develop the ability to choose the right word, accurately convey the meaning of the statement, understand the shades of meaning, and also develop speech based on the links between words objectively existing in the vocabulary.

5. Elimination of non-literary words, their transfer from the active dictionary to the passive one. This refers to the words dialect, vernacular, slang, which children learned under the influence of the speech environment. The stages of dictionary work can be represented as follows: 1) semantization of the word; 2) actualization of the word; 3) the use of the word in speech [2]. In order for the word to become "their own" for the student, that is, to enter the active dictionary, a large, consistent, flexible, constant work on the word is needed, which is planned for each lesson. Next, we will present a system of work to enrich the vocabulary of younger students, which includes a variety of work methods that contribute to the quantitative and qualitative improvement of the vocabulary of students, speech errors made by elementary school students.

The more analyzers perceive a word, the stronger it is remembered by students. Therefore, it is necessary to pass each word through the consciousness of the student several times and in different contexts, so that vision, hearing, hand, memory, and, of course, consciousness take an active part in the assimilation of the word.

Thus, the purpose of using the above methods and techniques for mastering the vocabulary of the Russian language is to achieve the planned subject results in the vocabulary of the Russian language by younger students.

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