

## Effectiveness of Working with Vocabulary in Primary Grades

**Shabatova Rabiga Janasbay-kizi**

3rd year student of primary education at Nukus State Pedagogical Institute

**Annotation:** This article talks about the importance of working with a dictionary in elementary grades, through which students' speech development and vocabulary increase. Also, recommendations are given on the main directions of the methodology of working with the dictionary, ways of explaining words.

**Keywords:** dictionary, speech, lexicology, vocabulary structure, synonym, polysemous words, figurative meaning, literary language, context, "Spelling dictionary".

As soon as a school-aged child steps on the threshold of school, he becomes curious and tries to know everything. The full orientation of his education through these interests, of course, depends on the primary school teacher. Each child has a different character, interests, and the ability to master the knowledge they have acquired. Taking this into account, the teacher should arouse children's desire to learn, establish the right attitude based on their psychology. Enriching the vocabulary of pupils in primary grades, learning new words, new meanings of some words in the children's vocabulary, activating the vocabulary and words in the inactive vocabulary that are not used in speech activities. It is important to transfer words to active vocabulary. In this case, it is necessary to explain the meaning of words, to form the skills of working on meaningful words. It is also worth mentioning that increasing the vocabulary of pupils is taught in lexicology.

A word is the basic unit of language that conveys meaning. Words and phrases express concrete things, abstract concepts, feelings. The collection of all words and phrases in a language is called vocabulary or lexicon. Lexicology is the branch that studies the vocabulary of a language. Lexicology studies the nature of the words in the dictionary to express meaning in speech, the activity of use, enrichment, the obsolescence of some words and the phenomenon of meaning migration. Therefore, lexicology is the linguistic basis of the methodology of working on the dictionary. Any speech is made up of certain works of words and phrases that are connected with each other by means of grammatical means. If a person's vocabulary is rich and developed, his speech will be equally rich, and ample opportunities will be created for him to express his thoughts clearly and expressively. For this, the richness, variety, mobility of the vocabulary is an important condition for the successful development of speech in the methodology. One of the important means of developing the speech of elementary school pupils at school is to improve and organize work on vocabulary, extract and justify its main directions, and manage the process of enriching pupils' vocabulary.

The methodology of working on vocabulary at school envisages four basic directions:

1. Enriching the pupils' vocabulary, that is, mastering new words, new meanings of some words in the children's vocabulary. In order to learn the vocabulary of the native language, the pupil should add 8-10 new words to his vocabulary every day, including 4-6 words in the lessons of the native language words. That is, he should learn the meaning of these words.
2. Clarify pupils' vocabulary. This includes:

- 1) to fully master the meaning of words that the pupil has not mastered thoroughly, that is, to include these words in the text, to compare them with similar words, to choose their antonyms;
  - 2) mastering the sarcastic meaning of the word, ambiguous words;
  - 3) mastering the synonyms of words, the meaning aspects of synonymous words;
  - 4) mastering the meaning of some phraseological units.
3. Vocabulary activation, i.e. transfer words from the inactive vocabulary, which students understand the meaning of, but do not use in their speech activities, to the active vocabulary. For this, phrases and sentences are made with the participation of these words, which are used in retelling what they have read, conversation, statement and essay.
  4. To transfer the words not used in the literary language from the pupils' active vocabulary to the inactive vocabulary. Such words include simple words and phrases used in some literary works and colloquial language, dialect and social group words that do not belong to the norms of the literary language acquired by children under the influence of the speech environment. After mastering the concept of literary language norms, pupils will use literary language words instead of the words explained above. As literary language skills are strengthened, words related to dialect, slang, simple words and phrases used in colloquial language begin to leave the pupils' active vocabulary.

After primary school pupils learn to read independently, their vocabulary is greatly influenced by books, newspapers, and magazine materials. That is why independent reading outside the classroom and forms of guidance are considered to be the most important sources of enriching pupils' vocabulary and developing their speech. Grammar and spelling lessons with the help of special exercises help to master many words and terms, pupils learn words that express subject, sign, action, count, order. In these lessons, pupils' vocabulary is organized, grouped in the process of studying word groups, vocabulary is clarified by studying word structure, word formation, word changes, they are begins to use the learned words in his speech, as a result, the vocabulary becomes more active. The pupils' vocabulary is enriched and organized with the help of special lexical-logical exercises. Also, the texts of movies and TV programs, the speeches of teachers and other school and non-school institutions are sources of enriching and improving pupils' vocabulary. Primary school pupils observe things and events when they observe the environment, nature, people's life and work, children's play and learning activities, relationships with adults, children go on excursions to nature, various places, institutions. This helps them add more words to their vocabulary. Their knowledge will be deepened and the meaning of some words will be clarified during the conversation during the excursions.

Also, works of art are the most reliable source for enriching pupils' vocabulary and speech. In the lessons of mother tongue and reading literacy, it is appropriate for pupils to read the works of many masters of words, such as T. Qaipbergenov, I. Yusupov, K. Karimov, Sh. Seytov, Ya. Ajimov. By reading the works of writers and poets, he learns the wealth of vocabulary with the help of artistic images. At the same time, in the course of the lesson, children's vocabulary is enriched with words related to certain topics. Their vocabulary includes many words expressing moral concepts, such as cute, sweet, kind, honest, heroic, courageous, brave, and hardworking. In the process of working on the text, he learns polysemous words, synonyms, words used in figurative sense, some phraseological combinations. Different dictionaries act as a very useful guide when it comes to vocabulary enrichment. There is a "Spelling dictionary" for primary school pupils. The teacher uses various dictionaries (synonyms, antonyms, phraseological dictionaries of the Karakalpak language,

various terminological dictionaries) for information and material selection. successfully uses nouns). Explaining the meaning of words also enriches the students' vocabulary and develops their speech. The terms of the subjects taught in primary grades are included in the list of words that need to be explained. The meaning of the terms explanation helps to better understand the meaning of this word. For example, by explaining the meaning of the term subject, pupils will learn that the subject is used in a broad sense, that all objects, events, and concepts in nature are called subjects. It helps them to quickly understand terms like noun, adjective, number, verb. Explaining the meaning of the word should take very little time and should not distract pupils from the main topic of the lesson. For this purpose, during the preparation for each lesson, the teacher determines the words whose meaning needs to be explained, the most convenient ways to explain them, and where to explain them in the lesson. Some words encountered for the first time in the texts of the mother tongue and reading literacy textbook, which the children do not know the meaning of, are explained before reading the text. In the process of reading the text, it is necessary to put an end to explaining the meaning of words. If there is a need to explain a word while reading the text, the meaning of the word is briefly explained without distracting the attention of the pupils from the content of the text.

Figurative words and artistic speech units used in a figurative sense are explained after reading the text, because their meaning is better understood from the content of the text and the context. Especially when reading parables, the allegorical, metaphorical words in it cannot be explained before or during the reading of the work. The methodology uses the following methods of explaining words:

1. Explain the word based on the context. In this case, the word that the pupils do not understand is explained with the help of a sentence (or text) that uses words that are understandable to them.
2. Explain the meaning of the word using the dictionary and the explanation given under main in the textbooks. It is important to teach pupils to independently understand the meaning of words using the explanation.
3. Explain the meaning of the word with the help of its synonym. For example, sabo — shabada, mudofaa — himoya, sozanda — musiqachi, diyor — vatan, inshoot — bino, samo — osmon. When explaining a word by choosing a synonym, it is necessary to show the stylistic (methodical) significance of this word.
4. Explaining the concept expressed by an unfamiliar word by comparing it to the concept expressed by a familiar word (its antonym). For example, the concept of hardworking can be explained by comparing the concept of lazy, the word truthful to the word liar.
5. Explain the word with a concept close to itself - a different expression. In this case, the explanation of the word to be explained should be short and clear. For example, o`zbosimchalik - to act at will, doing things as you wish; mutaxassis - owner of a profession; shunqor - a long-flying sharp-eyed bird; mesh - a dish made of cowhide; guldon — a container for putting flowers, etc.

Some words are explained by explaining their function. For example, a kombayn harvester is an agricultural machine that harvests, threshes, and cleans grain at the same time; ekskavator is a machine that simultaneously digs the ground and loads the soil into a truck; aerodrom - a place where planes take off, land, etc.

6. Explain the word by explaining the main sign of the subject. For example, yantoq is a thorny plant that grows in a dry place; akula is a very large predatory fish that lives in the oceans.

7. To explain the meaning of words expressing moral, abstract concepts with the help of examples. For this, the actions of the hero of the work, who has a moral virtue, are analyzed from the artistic work studied by the pupils.

In short, to increase pupils' vocabulary, learn new words, new meanings of some words in the children's vocabulary, activate the vocabulary, and use words in the inactive vocabulary that are not used in speech activities. It is of great importance to transfer words to the active dictionary, to explain the meaning of words, to form the skills of working on meaningful words. In primary grades, pupils' vocabulary is taught in the lexicology department. Working on explaining the meaning of words enriches pupils' vocabulary and makes their speech more fluent. It should also be said that one of the important tasks of speech development is to improve the work on the vocabulary, organize it, distinguish its main directions, and manage the process of enriching the pupils' vocabulary. Pupils work on vocabulary and learn new words every day under the supervision of the teacher. It is stable if the teacher explains new terms along with their meaning in each lesson.

### References:

1. K.Qosimova. Boshlang'ich sinflarda ona tili o`qitish metodikasi. T. «O`qituvchi», 2009-y.
2. A.Pirniyazova, Q.Pirnazarov, K.Bekniyazov. Boshlang'ich sinflarda ona tilini o`qitish metodikasi. T:-2018-y.