

Dictionary and Spelling Work in Russian Lessons in Elementary Classes

Babaeva Shoiri Baymuradovna

Senior Lecturer, Bukhara State University Uzbekistan

Fazylova Nasiba Sobirovna

Student of Bukhara State University Uzbekistan

ABSTRACT

This article reveals the essence and benefits of using vocabulary and spelling work in Russian lessons in primary grades from the point of view of the development of students' speech. The opinions and works of leading teachers on the richness of the native language are also given. The information provided in this article will be useful for teachers and university students when studying the methods of developing the speech of primary school students.

Keywords: vocabulary and spelling work, vocabulary, spelling vigilance, vocabulary word, vocabulary work

Enriching the vocabulary of students is one of the traditional and generally recognized areas of speech development in primary grades. By quantitatively enriching the child's speech, we qualitatively improve it, that is, we improve the expressiveness and accuracy of the language. Teachers, teaching students the Russian language and improving their language skills, are obliged to:

- maximally expand the active vocabulary of students, taking into account the age capabilities of the student;
- to learn to use words in their most precise meaning, choose the most appropriate for the situation and follow the requirements of the genre and style;
- Help students master spelling literacy as well as grammar to express their thoughts correctly.

K. D. Ushinsky wrote that it is necessary "through the word to introduce the child into the sphere of the spiritual life of the people."

And the great Russian writer A.M. Gorkiy said the most beautiful words, which still retain their meaning: "Never before have children needed to enrich the language, as in these years nowadays, when life is comprehensively changing, a lot of new things are created and everything requires new verbal forms"

Spelling and vocabulary work is not an episode in the work of teachers, but a systematic, well-organized pedagogical expediency associated with each part of the Russian language curriculum.

The topic "Spelling and vocabulary work in the lessons of the Russian language in primary school" is very important, since the practical mastery of the Russian language requires, first

of all, knowledge of a certain number of words. Therefore, in the initial teaching of students of Russian speech, one of the main places is occupied by vocabulary and spelling work. Over the course of four years of study, junior students must memorize the spelling of about 250-300 words that do not obey any rules. How to motivate children, to engage them in the work of learning words, to make the process of mastering especially difficult words more effective is a difficult task that requires a lot of effort and effort of the teacher. The system of vocabulary and spelling work will help to solve this problem .

Words that cause difficulties for children in writing determine the content of vocabulary and spelling work. The teacher pays special attention to the so-called "difficult" words. In a broad sense, "difficult" words are those that cause various difficulties in children, as a rule, spelling (words with unstressed vowels at the root of the word).

Difficult words can be divided into the following groups: difficult in terms of

- writing;
- spelling and pronunciation;
- spellings and meanings;
- writing and connection with other words;
- spellings, meanings and connections with other words;
- spelling, meaning, pronunciation and connection with other words.

This classification facilitates and promotes the introduction of differentiated methods of working with words, which cause various difficulties in children when they get to know them.

The problem of the formation of spelling vigilance is becoming increasingly important in the modern school. As you know, the literacy of school graduates is declining, despite the fact that students learn the rules, and teachers use a variety of methods and techniques. And every teacher knows how difficult it is to learn vocabulary words, how quickly children get tired of monotonous repetition, how reluctantly they look at the last page of a textbook in a dictionary.

Skills of writing vocabulary words, on the one hand, largely depend on the vocabulary capabilities of children, their active vocabulary, on the other, the study of such words and conducting vocabulary and spelling exercises should help to activate the vocabulary of younger students.

It is not enough for the student to become familiar with the grammatical phenomenon as such. It is important to ensure that the meanings are fixed so that the student can transfer them to other phenomena of the language that he encounters. As a result of a system of exercises on a vocabulary word, students master the meanings so much that they develop skills and abilities to quickly and accurately apply the knowledge gained about the word in practice. With the help of exercises, the knowledge of children is not only consolidated, but also clarified, the skills of independent work are formed, and the skills of mental activity are strengthened. Children constantly have to deal with analysis, comparison, make up phrases and sentences, abstract and generalize. Through exercises, knowledge is systematized and automated.

In grammar lessons, when explaining new material, new special terminology is usually introduced, and new words are introduced into the examples illustrating grammatical rules, enriching the speech of students, the teacher explains incomprehensible words before the test dictation; giving home assignments from the textbook, he must check whether everything is clear, whether all the words encountered in the text are known to the students.

What should be the vocabulary and spelling work, and what is it like?

Spelling is the goal of a system of exercises designed to enable students to master the vocabulary, grammar, pronunciation and spelling of the norms of literary languages.

So, in order to achieve competent writing, so that the teacher's work with vocabulary words is effective, it is necessary to use various methods and techniques that would be more effective for the lasting memorization of the correct spelling of vocabulary words. That is, we need a new approach to vocabulary and spelling work in Russian lessons.

The research problem is formulated as follows - how to organize vocabulary and spelling work in Russian lessons in primary school?

The problem lies in the fact that vocabulary work in Russian lessons in primary grades is one of the main links in a multifaceted and varied type of work to enrich the speech of students. Aimed at expanding the active vocabulary of children and at developing their ability to use in their speech practice the lexical resources of their native language available to their age and development, work on a word at the initial stage of school education should become the basis on which classes in the Russian language are built. Mastering the vocabulary of the literary language is a prerequisite for students to master the language, grammar and spelling. That is why the work on the word in teaching the Russian language is relevant and deserves no less attention to itself than purely grammatical work; it is needed both for mastering skills, and for mental development, and for understanding many grammatical phenomena.

One of the most important stages of the Russian language lesson and reading in primary grades is vocabulary and spelling work. With the help of special exercises that combine several types of educational activities in different combinations (phonetic analysis, analysis of words by composition, morphological analysis, mastering vocabulary, spelling, speech development, etc.).

At the same time, the supposed method of preparing exercises and tasks can ensure the simultaneous development of a number of important intellectual qualities of the child: attention, memory, various types of thinking, speech, observation, etc. Such an organization of the educational process revives it, increases the interest of children in the subject under study.

Based on this, we can conclude that vocabulary work is an integral part of the school curriculum for teaching the Russian language, as it contributes to the solution of many important tasks:

- firstly, it helps to form the personality of the student, his worldview, expands the vocabulary and endows the student with the skills necessary for future practical activities;
- secondly, during vocabulary work, the student becomes familiar with the richness of the native language and demonstrates its stylistic possibilities.

The question of organizing this activity in Russian language lessons remains relevant for a very long time, since the ability to write correctly, correctly use the lexical and stylistic possibilities of the Russian language is a measure of a person's education.

Vocabulary work in Russian lessons should be an integral part of the school curriculum and must be systematic and permanent.

References:

1. Azimov Y., Babaeva S. Use of innovative technologies in lessons of writing in primary classes //Bridge to science: research works. – 2019. – С. 214-218.
2. Baymuradovna B. S. et al. Pedagogical technologies for the development of cognitive creative abilities of students in the lessons of the Russian language //Journal of Critical Reviews. – 2020. – Т. 7. – №. 6. – С. 492-496.
3. Бабаева Ш. Б. Роль СМИ при обучении русскому языку в национальных группах //Молодой ученый. – 2018. – №. 9. – С. 138-141.
4. Бабаева Ш. Б. Роль СМИ при обучении русскому языку в национальных группах //Молодой ученый. – 2018. – №. 9. – С. 138-141.
5. Babaeva B. S. et al. The basics of communicative competence are the guarantee of the development of speech in primary schoolchildren in the lessons of their native language //ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL. – 2021. – Т. 11. – №. 1. – С. 518-529.
6. Бабаева, Ш. Б., et al. "Работа со специальными текстами на уроках русского языка начальной школе» сборник материалов VIII Международной научно-практической конференции «Актуальные вопросы современной науки и образования» который состоялся 20 февраля 2021 года в г." Пенза МЦНС «Наука и просвещение» стр: 194-197.
7. Babaeva S. MODELING NATIVE LANGUAGE LEARNING BY DESIGNING EDUCATION //European Journal of Research and Reflection in Educational Sciences. – Т. 8. – №. 10. – С. 1-9.
8. Бабаева Ш. Б., Курбанова Н. Р. ЭКСПЕРИМЕНТ КАК ОДИН ИЗ МЕТОДОВ ИССЛЕДОВАНИЯ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ //World Science. – 2016. – Т. 4. – №. 1 (5). – С. 38-39.
9. Бабаева Ш. Б., Курбанова Н. Р. ЭКСПЕРИМЕНТ КАК ОДИН ИЗ МЕТОДОВ ИССЛЕДОВАНИЯ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ.
10. Бабаева Ш. Б., Курбанова Н. Р. ЭКСПЕРИМЕНТ КАК ОДИН ИЗ МЕТОДОВ ИССЛЕДОВАНИЯ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ.