

Working with a Dictionary in the Development of Speech in the Lessons of the Native Language and Literary Reading in Primary Grades

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ABSTRACT

This article reveals the essence and benefits of using dictionaries in the lessons of the Russian language and literary reading in primary grades from the point of view of the development of students' speech. It also provides opinions and works of leading teachers on the importance of using vocabulary work during the educational process. 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, vocabulary work, frequency vocabulary, minimum vocabulary, active vocabulary, activate, laws of compatibility, vocabulary enrichment.

One of the important directions in the development of written and oral language skills of primary schoolchildren is the use of dictionaries. It is known that with the help of the dictionary, students have the opportunity to enrich their vocabulary, clarify and activate it, get acquainted with the meaning of unfamiliar words, master the forms of grammar, language norms, and also learn the correct orthoepic pronunciation and observance of the normative stress in words. Even Konstantin Ushinsky said that "a child who is not used to delving into the meaning of a word, darkly understands or does not at all understand its real meaning and has not acquired the skill to dispose of it freely in oral and written speech, will always suffer from this fundamental defect when studying any other subject. " Indeed, the ability to use an explanatory dictionary is of great social importance. This skill gives students, not only during school years, but also in their later life, the opportunity to improve their knowledge of the language, in communication, reading books and vocabulary, to overcome difficulties while listening to the radio and watching television.

"Vocabulary work in the development of speech in the lessons of the Russian language and reading" in primary grades is very important, since the practical mastery of the Russian language requires, first of all, knowledge of a certain number of words, therefore, vocabulary work occupies one of the main places in the initial teaching of the Russian language for students. The task of vocabulary work is to accumulate the necessary vocabulary of speech activity, to master the laws of compatibility, difference, the meaning of lexical units. The gradual enrichment of the vocabulary of students allows them to diversify the types and forms of their working vocabulary, to concretize and clarify the lexical meaning of previously learned words. Russian is one of the richest languages in the world. However, it is difficult to find a person who would have mastered the entire vocabulary of the language of modern Russian literature. In his practical activity, a person uses only a certain number of words, therefore, not only in the elementary grades, but also in the senior grades, it is not necessary

to master the entire vocabulary of the Russian language, and this is unthinkable. The main criteria for selecting a vocabulary for active learning in primary school take into account the frequency of use and the practical need for words. For practical activities, everyday communication in Russian, a person must know the most common words. Data on the number of lexical units used are given in a special frequency dictionary of the modern Russian literary language. However, it should be remembered that the frequency vocabulary and the minimum vocabulary are not the same thing. The frequency dictionary may contain words with high usage, but not needed in this case by students for speech activity. And, conversely, the vocabulary minimum may include such words that are absent in the frequency vocabulary, but are necessary in practice. Therefore, the second main criterion for selecting an active vocabulary is practical necessity. For primary grades, such words should be selected that would allow the student to express simple thoughts in Russian, to understand the interlocutor within the limits of the requirements stipulated by the program. Thus, the task is to select the optimal lexical minimum. The main sources of vocabulary replenishment for students are speaking lessons, everyday speech practice, and reading. Starting from the first grade, at each lesson, as a result of speech situations (dialogue, conversation, excursion, story), students learn new words, consolidate those previously learned. In order to consolidate and activate the learned words, their new meaning, compatibility with other words, conversations on the picture, descriptions of objects are very effective types of work. The nature of the task depends on the preparation of the first grade students, the teacher usually asks operational questions to help the student choose the correct word. In the second and third grade, the task becomes more difficult. Reading is one of the main sources of vocabulary development for learners. Starting in the literacy course, children learn new words, speech structures and new meanings of previously learned words as they read each text provided by the program. In the elementary school curriculum, the minimum number of words available for active learning includes the most common, valuable and easily accessible words for children. Children use these words in their daily speaking exercises. They make up an active vocabulary. Correctly determining the number of words that are not actively learned is a very important issue. On the basis of experimental research, psychologists have proven that exaggerating the amount of educational content can lead to serious complications. Therefore, you should not chase a lot of words. When standardizing words for teaching in the lesson, first of all, it is necessary to take into account the true capabilities of students.

The problem of the use of vocabulary work in the development of the Russian language and literary reading lessons has acquired an actual sound in our time. The main task of the teacher:

- to contribute to the enrichment of the vocabulary of students, to make their speech literate, cultural;
- to improve the language culture of students on the basis of literary works : to develop their linguistic flair, to instill a taste for the word, to enrich (expand, clarify) their vocabulary;

When starting a new topic or new work, it is necessary to identify in advance:

- what words are most important for understanding the studied work;
- what words can be included in the fund of the active vocabulary of students, in speech practice.

The activation of the vocabulary (the use of new words, sayings, phraseological units, etc.) of the student is the main goal of lexical work in primary grades.

An important place in lexical work is occupied by understanding the meaning of words and their correct use in speech. The main theoretical concept in the work to enrich the vocabulary of oral speech of students is the concept of the lexical meaning of a word. Linguists understand the lexical meaning of a word as its subject-matter content, formed according to the laws of the grammar of a given language. It is in the context of the concept of the meaning of a word that work takes place to determine the content of the vocabulary, which is one of the main points of enriching the vocabulary of students. Work on the meaning of words and their use (activation) in speech is an integral part of the work of the dictionary and is carried out with the obligatory support of the context. It should be remembered that the work on the lexical word should be carried out by the teacher systematically, taking into account the age characteristics of the students.

The first dictionary should become for a primary school student not a list of vocabulary words that need to be memorized like a multiplication table, but a real book with the most important, most necessary, most interesting words of the Russian language. Communication with such a book will be the first experience of acquaintance with reference books, on which, in fact, the emergence of interest in the dictionary depends both in a special type of reference book and in the possibility of forming independent access to the dictionary.

At present, linguistic dictionaries of various types have been created for primary grades: spelling, orthoepic, explanatory, etymological, dictionaries of antonyms and synonyms. The choice of spelling dictionaries is especially rich. This is quite natural, because it is the spelling dictionary that is the most common type of Russian reference book for schools and families. Going to school, modern children often already know how to read, and their reading circle is made up of works of children's literature. First graders have no experience in using dictionaries. This is why it is important for elementary school teachers not only to teach them how to use dictionaries, but also to awaken interest in the use of dictionaries and make them happy, satisfied, and satisfied with the use of this book.

Children can fall in love with a dictionary only in a class where the teacher himself loves dictionaries. If the teacher does not have a single reference book in the classroom, if the teacher himself does not always turn to the dictionary for help and advice, then students cannot be expected to use the dictionary. An educational dictionary, a dictionary for primary school students, is a serious problem in the modern methodology of the Russian language. This problem was and continues to be dealt with by scientists: D.N. Ushakov, S.E. Kryuchkov, A.N. Tikhonov, P.A. Grushnikov, Z.A. Potiha, M.R. Lvov and others. Professor Lvov emphasized that the purpose of dictionaries published by students is to provide them with information about the language, which increases the level of their independent work, which provides them with high-quality, selective language material. It should be linguistic material that contributes to the development and formation of linguistic culture, material for reflection, observation, expression of the mysterious and wonderful Russian language.

Dictionaries are deservedly called satellites of civilization and treasures of the national language. With their help, the ability to select the right words is formed, to pronounce them correctly, write, comprehend, build phrases from them. Working with dictionaries - fosters a

keen interest in the word, increases the culture of speech, expands the active vocabulary, and helps to improve the literacy of primary schoolchildren. The entire Russian lesson is about working with words. Through the word, students learn the laws of the language, are convinced of the accuracy, beauty, expressiveness, richness and ... complexity of Russian speech.

Correctly organized vocabulary work will help develop students' skills in working with dictionaries and reference literature, contributes to the formation of students' ability to carry out information processing of the vocabulary text, extract the necessary information, and acquire knowledge on their own. Well-organized vocabulary work ensures the psychological and oral development of children, as a means of ideological and moral education of students, and the created system of exercises based on word-formation work, associated with the possibility of choice, the implementation of their individual research and creative abilities, an oral environment that meets educational needs and develops interests, allows for an individual approach, since one of the advantages of the working vocabulary system is the state of student achievement.

It can also be said that it is advisable to use work with dictionaries in extracurricular activities, since it is possible to use those methods that are not always suitable for lesson classes, which makes it possible for children to better familiarize themselves with different types of dictionaries.

Having studied the above material, we conclude that the effectiveness of working with dictionaries in the lessons of the Russian language and literary reading is facilitated by a variety of activities at different stages of the lesson, extracurricular work, which is an integral part of the educational process.

The effectiveness of teaching depends on the teacher's ability to activate and develop the imaginative thinking of their children, their interests, inclinations, creativity at every stage of educational activity, be it literature, Russian or extracurricular work.

Thus, a primary school teacher, always referring to diversified dictionaries, acquires for himself a reliable and always available assistant.

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