

**STUDYING THE VOCABULARY OF THE RUSSIAN LANGUAGE AND
REPLENISHING THE VOCABULARY OF STUDENTS OF THE NATIONAL
SCHOOL**

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ANNOTATION

The article discusses: Features of mastering the lexical minimum. Ways to enrich the vocabulary of students. Text as a means of developing correct colloquial speech.

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Vocabulary work in the national school in connection with its practical orientation has its own specifics. Since the goal of teaching the Russian language is, first of all, to teach students the practical mastery of oral and written speech, there is no need and even the opportunity to teach all Russian vocabulary. Based on this, when teaching vocabulary, it is advisable to pay attention to those issues that are related to the practical mastery of Russian speech, with difficulties in mastering Russian vocabulary.

Naturally, with such a goal and peculiar conditions for studying the Russian language in a national school, it is necessary to limit the vocabulary, the scientific selection of a minimum of words for scientific purposes. The modern methodology of teaching the Russian language in the national school recognizes that the difficulties of mastering words, on the one hand, are associated with the peculiarities of the lexical system of the Russian language itself, and on the other, with the specifics of the vocabulary of the students' native language.

The overwhelming majority of words in the Russian language are ambiguous. Polysemous words, which represent a numerous system of lexical meanings, cause particular difficulties for students of national schools. The work on enriching the vocabulary of students pursues the task of introducing and consolidating in speech not only new words, but also new meanings of already familiar lexemes. However, it should be borne in mind that not all meanings of each word must be entered into the active vocabulary of students.

When working on polysemantic vocabulary, students must learn that context helps to differentiate the meanings of words. Lexical environments of the word, situation. In a context, a polysemous word always appears in one of its meanings. Students should practically be familiar with the fact that usually each meaning of a word is characterized by a peculiar lexical environment. In the literal sense, words are combined with one circle of vocabulary, in a figurative one - completely with others. For example, the verb give in its direct meaning "to hand over" forms phrases with such specific nouns as a book, magazine, cap, etc.; speaking in the meaning of "to provide" or "to provide an opportunity for something", the verb give forms the phrases to give an apartment, give a room, give a floor; in combination with some nouns, the verb give expresses an action according to the meaning of a given noun: give an assignment, give a call. Give consent, etc.

In the process of working on synonyms, students should also become familiar with the fact that words can be included in the synonymous row not only in their direct meaning, but also in a figurative one. Thus, a polysemantic word is capable of entering several synonymous series. For example, the adjective "fresh" is included in the following synonyms: fresh, soft (bread); fresh, unsalted (fish); fresh, cool (wind), etc.

In the lexical system of the modern Russian language, words can also be in antonymic relations (warm - cold, benefit - harm, enter - exit). The methodology of teaching the Russian language in the national school, given the nature of the combination of these words, provides for the simultaneous work on antonyms. Getting acquainted with words in antonymic pairs, students gain a deeper understanding and better assimilate the

meaning and use of each word. When working on a word in a national school, it is necessary to take into account the specifics of the native language.

Inaccurate knowledge of the volume of meanings of the Russian word by students, the transfer of the features of the word of the native language to the corresponding Russian leads to errors in their speech.

The identification of the reasons that inhibit the acquisition of vocabulary is facilitated by the comparative study of Russian and the native language of students.

The experience of teaching the Russian language to students of national schools shows that it is easier to assimilate Russian vocabulary, which coincides in the volume of meanings with the vocabulary of the students' native language, therefore, special attention in Russian language lessons should be paid to vocabulary that differs in the volume of meanings.

The vocabulary common in the Russian and native languages of students should not fall out of sight when teaching the Russian language, because work on it not only eliminates errors in the students' speech, but also replenishes the active vocabulary with a significant meaning of words.

In the national school, when teaching the Russian language, along with the active mastering of vocabulary, students also assimilate a passive vocabulary.

Students use an active vocabulary to express their thoughts (speaking, writing), the words of a passive vocabulary for them to understand the thoughts expressed by others (reading, listening).

The active vocabulary forms the core of the students' brine stock, the passive vocabulary supplements, and under certain conditions, enriches it: part of the passive vocabulary gradually becomes the property of the active vocabulary of students. Consequently, when teaching Russian to primary school students, the task is not only to teach their speech with an active vocabulary, but also to expand their passive vocabulary.

The purposeful formation and enrichment of the vocabulary also occurs by performing various exercises, of which are characteristic: special lexical exercises designed to directly from the dictionary; exercises related to the study of other levels of the language (phonetic, grammatical and spelling); exercises for the formation of coherent oral and written speech.

The most universal types of exercises that form and expand the vocabulary of students include special vocabulary exercises that can and should be used in the study of all sections of the course. These are exercises for the selection of synonyms (brave, brave, courageous); the selection of antonyms (good or bad, came - left); to distinguish between the meanings of the same polysemous word in different contexts (start the clock - start the dog), using the selection of synonyms (prepare lessons - teach lessons, do homework; cook lunch - cook lunch); grouping by thematic criteria (for example, sports: ice, skating rink, competition, skating, winning, winning with a score); to differentiate the meanings of words that are similar in sound appearance (read - re-read, golden - golden, etc.).

The formation and enrichment of the vocabulary of students also occurs when performing exercises related to the study of phonetics, spelling and grammar. The general specificity of these exercises lies in the complex presentation of educational material and, in particular, the connection of vocabulary works with other levels of language material. This connection can be direct, organic, when performing language exercises, for example: words are selected and sermonized when studying phonetic phenomena to distinguish between phonemes, on which the meaning of the word depends (home - tom, forget - forgot); when teaching students spelling (words with separators b and b, with doubled consonants, etc.); when studying various grammatical categories (gender, number, case, type, time, etc.). The connection between lexical work and the study of grammatical material can be indirect, inorganic. In the process of performing this kind of exercises, which

mainly pursue the goal of instilling grammatical skills, the vocabulary of students is not only replenished with new vocabulary, but also enriched with various forms of words, and the previously accumulated vocabulary is also activated.

An important source of enrichment of the vocabulary of students of national schools in the absence of a Russian speech environment is the speech environment created in the lesson with a specific purpose and topic, where students have the opportunity to communicate in Russian under the guidance of a teacher.

A prerequisite for enriching the vocabulary of students is the creation of a controlled speech environment outside the classroom - during school evenings, excursions, etc.

One of the practical ways to learn the correct spoken language is text.

First of all, the text as such (excluding grammatical and syntactic moments for a short time) serves as an excellent source for enriching students' speech. Unknown words are extracted from the text, requiring "decryption" of the lexical meaning. Such vocabulary can be dialectal, obsolete, foreign language expressions with direct or additional meaning. First, with the help of a teacher, and then independently, work on individual texts, students will find and decipher the meanings of unfamiliar vocabulary, write out these words as part of invented phrases, sentences, and compose with a certain number of similar words texts of their own composition. Thanks to such exercises, the vocabulary learned from new texts will be more firmly and deeper filled by students, 3 types of dictionaries are replenished at once: active, passive and potential. Then, depending on the lexical value and usage, new words are strengthened in any one kind of the student's vocabulary or will not fall into different groups.

Consequently, the text is a fertile speech material used for the development of speech activity. It is the speech material, due to its purposefulness and intuitive conditioning that reflects the topics of oral and written forms of communication. A language unit becomes communicatively sharpened only in speech material.

Therefore, the assimilation of the language and its manifestations largely depends on the quality of the speech material.

The text perceived by ear or visually, can be transformed into spoken text as an additional exercise. The task of this type of task - serves as a stimulus, a sample of an utterance, a content base and conditions for improving speech skills.

The spoken text is delimited into monologic and dialogical statements. Students should clearly know what parameters the statements they reproduce should correspond.

When working with text, a number of other exercises are used to develop coherent correct Russian speech.

One of these exercises is to retell the text read. The work can be organized "in a chain" and individually and selectively. The work is carried out with closed textbooks, which disciplines and concentrates the thinking of students, develops the skills of re-creating imagination and logical-semantic memory.

Thanks to the use of the text in the system of teaching correct colloquial Russian speech, students develop the necessary skills and abilities that allow them to competently, logically and consciously build grammatical structures, the members of which are correctly related to each other. Also, the student's lexical vocabulary is developed and enriched, his thinking and feeling of the studied language.

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