

**BASICS OF FORMING A VOCABULARY FOR CHILDREN OF PRIMARY SCHOOL
AGE**

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Abstract: The problem of forming a dictionary is one of the most pressing problems of modern education. Good speech is the most important condition for the comprehensive development of children. The richer and more correct a child's speech, the easier it is for him to express his thoughts, the wider his opportunities for understanding the surrounding reality, the more meaningful and fulfilling his relationships with peers and adults, the more active his mental development is.

Keys words: Student, speech, dictionary, words, skills.

Arriving at school, a junior student is faced with a completely new world. The emergence of largely new rules of behavior, new serious requirements in relations with others - the world is opening up new patterns. Consequently, there is a system of scientific knowledge and concepts that puts the world in order and which the student must master.

During schooling, a child must acquire a scientific type of thinking, become familiar with generally accepted patterns, norms, and master the patterns that exist in the universe and in society. Scientific concepts: a word, a literary image, a number, a symbol - must be learned in a fairly short period of time. Gradually, the student gains access to aspects and properties of the objective world that were hitherto inaccessible in his own life experience.

Simultaneously with the advent of a new, scientific type of learning, new books—textbooks—really enter a child's life. Working with them is one of the first steps in mastering self-education skills. Gradually, with the help and guidance of the teacher, the student must master independent work on the text. The student learns to understand the learning task, check his work against a model, and evaluate it correctly. A child's life includes dialogue not only with the teacher, but also with a scientific text. This interaction gradually forms a scientific picture of the world in the child: objective patterns are discovered, which over time become components of his thinking.

The vocabulary of each person is strictly individual, formed and changed throughout life. "The human lexicon is a dynamic self-organizing system that changes as a person accumulates knowledge and speech experience to satisfy his communicative needs," emphasizes S.V. Plotnikova [2]. The most intense changes in vocabulary occur in the early stages of childhood. The process of bringing a child's vocabulary closer to an adult's vocabulary occurs gradually. The dynamics of these changes depend on many factors: the speech environment, the attention of adults around the child to his speech, and the cognitive activity of the child himself.

Sources of replenishment of children's vocabulary can be pedagogically controlled and uncontrolled.

As noted by S.V. Plotnikova, "pedagogically uncontrolled sources include:

- speech of people around the child, adults and peers. From this source, a child can borrow not only what corresponds to the literary norm, but also what goes beyond it (colloquial vocabulary, dialectisms, jargon, various errors of word usage);
- fiction and popular science literature, which the child becomes familiar with in the family or, later, through independent reading;
 - the media and, above all, television, the role of which has recently been very large - now even in the speech of a young child you can find words clearly borrowed from television commercials;
 - films, theatrical performances, exhibitions that the child visits with his parents or independently, lyrics of popular songs, etc.” [3].

S.V. Plotnikova emphasizes: “The most important factor influencing a child’s vocabulary at all age stages is the learning process. During the training, children become familiar with new phenomena of reality and form their ideas from different areas of knowledge. All this new knowledge for the child enters his consciousness along with the words denoting it. The teacher’s speech, texts of educational books and works of art, dictionaries are pedagogically controlled sources of replenishing children’s vocabulary” [3].

In the learning process, it is necessary to create special conditions for improving children’s vocabulary - purposefully and systematically carry out work aimed at ensuring that children fully master the vocabulary of their native language. Lexico-semantic work is considered as a systematic and purposeful activity of the teacher, ensuring that children master the vocabulary of their native language.

The content of lexical-semantic work, regardless of the stage of training, includes solving the following problems:

1. Quantitative enrichment of children’s vocabulary, that is, the assimilation of new, previously unknown words, as well as new meanings of already known words. M.R. Lvov established that every day the vocabulary of a primary school student should be replenished with approximately 5-7 new units, of which at least half are learned in the lessons of their native language [1].
2. Qualitative improvement dictionary: clarifying the semantics of known words, establishing semantic connections between words (synonymous, antonymic, etc.) and different meanings of a polysemantic word, mastering the lexical compatibility of words, including 14 in phraseological units, observing the use of a word as a means of creating an artistic image .
3. Activation of the dictionary - translation of words from a passive dictionary to an active one. The passive part of the individual vocabulary, i.e. words understood but not used in speech are always larger than the active part. In a child, the difference between the volume of passive and active vocabulary is more significant than in an adult, which is associated with the immaturity of the mechanisms of word selection during the generation of speech and leads to lexical poverty, monotony, and inaccuracy in children’s speech. The teacher’s task is to contribute in every possible way to the improvement of these mechanisms so that the child can express thoughts freely, adequately to the task and conditions of communication.
4. Elimination of non-literary words (dialectal, colloquial, slang), their replacement with literary equivalents and translation from an active dictionary to a passive one[3].

All tasks of lexical-semantic work are closely related and are solved in a complex. By introducing children to a new word, the teacher reveals its meaning, establishes its connections with already known words, organizes observation of the peculiarities of the functioning of the word and encourages them to use the new word in speech. Accordingly, in the teacher's work on a new word, the stages of semantization, clarification and activation are distinguished, which together ensure its assimilation.

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