

ENRICHING THE STUDENT'S VOCABULARY

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ABSTRACT

Working with words, closely connected with the dictionary, helps to improve not only the language culture of students, but also their general culture. Vocabulary work as an important part of the lesson contributes to the development of students' speech, enriching their vocabulary and is present in every lesson, being an important point in its structure. The teacher's job is to determine the appropriate place for it in the lesson, to reduce or increase the time of acquaintance with the word, mastering it.

Keywords: Dictionary work requires access to an extracurricular level, working with dictionaries. The methodology has developed many techniques, then comes awareness and memorization of the spelling, this technique - etymological information - creates interest in the word, in the language, in its history.

Vocabulary work itself, limited by a tight time frame, requires reaching an extracurricular level. It can be continued in an elective or subject group on general issues of speech culture or issues of the history of language.

I believe that thanks to systematic vocabulary work in Russian language and literature lessons, students' interest in vocabulary work and the Russian language in general has increased. They love and know how to work with dictionaries and reference books.

The development of students' active vocabulary involves finding out the lexical meaning of a word. Failure to understand the meaning of words and the inability to use them in speech has the most negative impact on the success of children's learning and on their speech development. The methodology has developed many techniques for explaining to children the meaning of incomprehensible words. Sometimes the lexical meaning of words is suggested by the context, and in these cases children can understand the meaning of the word on their own, without special explanations. For words with a subject meaning, it is better to offer a visual explanation, showing either the subject itself or its image in a picture, on a slide, or in an educational film. When a visual explanation is not possible, you can reveal the content of the word through a brief verbal interpretation.

Next comes awareness and memorization of the spelling. After that, we try to make the word work in context - phrases and sentences. But the work on mastering the word does not end with this. Selection of synonyms, antonyms, choice of a more precise word to express your thoughts, corresponding to the style of statement, creative tasks, vocabulary dictations from words with one specific spelling, with different spellings, blocks of spellings; spelling analysis; training

exercises that improve the overall literacy of students; working on mistakes, spelling dictation is also working with words.

An etymological certificate allows you to better understand the semantics and spelling of an unfamiliar word. As a rule, etymological information is provided by the teacher. This technique - etymological reference - creates interest in the word, in the language, in its history [5].

In grades 5-9, a comprehensive analysis of words is used as one of the techniques for teaching the Russian language. The point of this work is to find in a single word its phonetic, lexical, grammatical, stylistic and other properties and features, and then to establish its connections with other units of language, pointing out existing cognates, synonyms, antonyms, possible phrases, etc. .d. A comprehensive analysis of a word is a qualitatively new type of analysis. Addressing such a complex task naturally instills in students a broader view of the word as a living speech unit with diverse patterns. Carrying out exercises for a comprehensive analysis of a word requires students to systematically repeat it, the ability to keep ordered information in their memory regularly, and use it in relation to different didactic material and from different angles of view.

You can begin exercises on a comprehensive analysis of a word from the time when students have accumulated a certain amount of information on the Russian language. Such work is already within the capabilities of 5th grade students within the limits of the material they have studied. Gradually, as students' ideas expand, the volume of tasks increases.

A task that involves presenting the main information studied to date can be completed if students have well-systematized knowledge. And this exercise itself helps to strengthen students' knowledge, generalize and systematize it. Therefore, it is most appropriate to carry out work on a comprehensive analysis of a word based on the results of the topic studied or during repetition [6].

In the 5th grade, after repeating the elementary school material, children are given a task to indicate the grammatical features of the named word, to justify the correct spelling, to determine the composition, and to determine the lexical meaning of the word (advanced learning). Then, after studying the program sections for the 5th grade course, new questions will be added and the exercises will become more complicated. But initially, exercises for a comprehensive analysis of a word are performed only under the guidance of a teacher. These joint activities show children the expediency of work, its volume, consistency, its difficulties and surprises. You can start working with the game "Who is bigger?" The point of this game is to identify the student who was able to say more and better about the word than others. By performing comprehensive word analysis exercises, students sincerely strive to answer all questions.

The methodology distinguishes between vocabulary-semantic and vocabulary-spelling directions of vocabulary work. Let's consider vocabulary work as a unity of these two types. Having combined the vocabulary-semantic and vocabulary-spelling directions in vocabulary work, related respectively to the enrichment of vocabulary and the formation of spelling skills, in the lessons the teacher examines the word simultaneously in four aspects: spelling, lexical-semantic, spelling and syntactic [7].

Work on the meaning of a word begins with its lexical meaning, that is, with its semantization. To do this, two main methods are used:

- indication of the genus and species characteristics;
- reference to the lexical meaning of the original word and the meaning of the derivational morpheme.

The choice of the main method of semantization is determined by the structure of the word. If the word is non-derivative (for example, pine, melt, short), then the first technique is used, but if the word is derivative (for example, footballer, rye, green), then it is appropriate to turn to the second technique. Elements of these two techniques can be combined. The use of visualization consists of showing a drawing, diagram, or the object itself. The context (verbal environment) gives either a general idea of the lexical meaning of the word (fishermen went out to sea to catch tuna, i.e. some kind of sea fish), or specifies the meaning of the word (tree leaf). The selection of words with the same root and the selection of words on a semantic topic is also used to clarify the lexical meaning of the word being interpreted. The choice of an additional technique for semantizing an unfamiliar word is determined by the type of its lexical meaning. So, for words with a specific meaning, it is advisable to use clarity, and for words with an abstract meaning, context. In both cases, the selection of cognate words on the same semantic topic is useful [8].

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