

FORMING PERSONAL VOCABULARY OF SCHOOL CHILDREN THROUGH PICTURE ACTIVITY

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Abstract

The most important role in the realization of the goals and objectives of the elementary school is played by the formation of the communicative competencies of students: the development of oral and written speech, monologue and dialogical speech, and the skills of literate, unmistakable writing as an indicator of a person's general culture. The richer and wider the vocabulary of a person, and especially among younger schoolchildren, the more he realizes and reproduces the human thinking of the phenomena of objective reality, since the dictionary denotes objects and phenomena of the surrounding world and expresses the connections and relations between them. A dictionary consists of a huge number of words, and a word is a particle of knowledge, a particle of generalization, a measure of experience. Words are safely stored in the memory of a person and are used when necessary in the process of thinking, speaking, expressing personal ideas, etc. As you know, the scarcity of schoolchildren's vocabulary prevents them from mastering spelling, vocabulary and other sections of linguistics. The richer the junior schoolchild's dictionary, the more meaningful he uses words and phrases in his speech-thinking activities. Already at a junior school age, a child is able to find family ties between words, thereby increasing the level of his spelling and lexical literacy. In the article, the enrichment of the vocabulary of younger schoolchildren implies not only its quantitative expansion, but also its qualitative modifications, expressed in a significant increase in the volume of definitions, in clarifying the meaning of words, in familiarizing with new semantic content of words already known to the student.

Keywords: junior schoolchildren, vocabulary enrichment, vocabulary of junior schoolchildren, teaching Russian, federal state educational standard of primary general education, spelling, vocabulary, grammar, communication, communication

Statement of the problem in general terms and its connection with important scientific and practical problems. Main the tasks of the elementary school are the development of speech, the activation of mental activity, the formation of abilities for interpersonal communication and other skills in younger students. An important indicator of the formation of mental and speech abilities of schoolchildren is the richness of their vocabulary. The problem of enrichment and expansion vocabulary of younger students in modern conditions also due to the introduction of a new federal of the State Educational Standard of Primary General Education (FGOS IEO), which states that as a result of mastering the program, junior

schoolchildren should learn how to correctly use speech means and lexical units for staging and solving communicative and cognitive tasks.

Analysis of recent studies and publications that dealt with aspects of this problem and on which the author substantiates; highlighting previously unresolved parts of the general problem. The scientific concept of speech activity is based on the doctrine of mental processes, which proves that human thinking and speech are formed and developed from early childhood in active practical activity. This point of view was hypothetically put forward for the first time in psychology by L.S. Vygotsky, which was subsequently confirmed by L.I. Bozhovich, P.Ya. Galperin, A.N. Leontiev, A.R. Luria, and other of his followers. Based on this scientific concept, many scientists have proved that the activities for the development of speech in younger schoolchildren are aimed at teaching the norms of the literary language (O.O. Ayvazyan, I.V. Bondarenko, B.T. Dzusova, M.A. Polyakova, Z. B. Tebloeva, L. E. Tolstoy-fifth) [1; 2; 3]; awareness of the meaning of Russian and native language (A.V. Alsanova, I.A. Galkina, E.V. Galeeva, E.V. Kalinskaya, Shinkareva) [4; 5; 6]; enrichment of the dictionary and language tools for the successful solution of communicative problems (V.A. Borisova, I.A. Mechik, N.V. Pudovkina) [7; 8]; mastering elementary techniques of interpretation, analysis and transformation of artistic, popular science and educational texts (A.A. Zhidkova, R.A. Kibizova, S.E. Privalova, L.A. Tuaeov) [9; 10].

Formation of the goals of the article (setting the task). In the implementation of the goals and objectives of the initial school in the context of the implementation of new federal state educational standards for elementary general education (FGOS IEO), the expansion of the vocabulary of junior students is of no small importance schoolchildren. The need for expansion and enrichment dictionary of primary school students, the development of their speech due to the fact that it determines the totality interpersonal relationships and interactions that younger students enter in the process of educational and cognitive activity.

Presentation of the main material of the study with a full justification of the obtained scientific results. The poor vocabulary of a student serves as an objective basis that prevents a full-fledged participation in the life of the class, school and society as a whole. IN elementary grades, the educational program in the Russian language provides for three independent, but however, the interrelated training section:

1. Teaching literacy, writing a text orally and writing.
2. Literary reading, the ability to listen to the interlocutor and conduct a dialogue, the development of speech.
3. Phonetics, vocabulary, grammar, spelling, consciously construct a speech statement.

The above training courses are based on the formation of a positive attitude towards the correct oral and written speech; development of initial ideas about the norms of the Russian language; giving a clear practical orientation to the process of using different types of reading for the development of speech; the formation of the ability to read, speak and write meaningfully; to

develop elementary knowledge of language units accessible to their age in younger students; teach rules of speech etiquette; enriching children's vocabulary to solve cognitive, practical and communication tasks; development of their needs and interests in correct speech in general. Teaching the Russian language in order to enrich their vocabulary in the context of the introduction of the new GEF IEO, as noted by some scientists (M.V. Nikolaeva, E.E. Suslennikova, T.N. Rusakov), is carried out on the basis of leading didactic principles, especially the principles of taking into account age and individual characteristics, the connection of theory with practice, accessibility, consistency, independence and systematicity [11; 12].

Considering that the core part of the language, expressing, forming and displaying knowledge about some objects, objects and actions is vocabulary, then it is necessary to describe lexical work in primary classes. Lexical work goes through the theme through all academic disciplines (N.K. Kapkaikina) [14]: Russian language - vocabulary work, word in context, association words by meaning, etc.; literary reading - work on text, work on artistic and visual by means of language (tropes: epithet, metaphor, personification, comparison) obsolete words, etc.; mathematics, world around, fine arts, technology – terms, historical references, work with reference literature, etc. This work involves the implementation the following main pedagogical actions:

1. Enrichment of the dictionary through the assimilation of new meanings of words, the use of phraseological units, semantics.
2. Refinement of the dictionary with an explanation of phraseological units, an explanation of polysemantic words, the use synonyms and antonyms.
3. Vocabulary activation through inclusion in speech new words and phrases in different aspects.
4. Elimination of defects after repeated repetitions of new words and variants of their use

In this case, the teacher faces important didactic tasks:

- enrich and activate the dictionary;
- develop students' understanding of the word as a unity of abstract and concrete, general and individual, neutral and emotionally colored meanings;
- develop vocabulary, verbal-logical speech, culture of speech, to form the skills of independent work, which has a research character; creative thinking
- cultivate interest in the native language, the ability to cooperate, work in a group, be tolerant, be able to hear and listen, freely and clearly express their point of view.

Enriching the vocabulary of younger schoolchildren in the framework of the implementation of the GEF NEO of a new generation provides for the expansion of active and passive dictionary; formation of motivation for verbal and mental activity; meaningful understanding of the subject of speech; following the accuracy and correctness of speech in grammar, spelling, stylistic and lexical aspects; the ability to structure linguistic means in accordance

with the current speech situation; giving speech expressiveness, logic, melodic and clear expression; formation ability to hear, translate and transmit emotional and semantic intonation of speech; the ability to withstand not only verbal pauses and stresses, but also highlight the logical and emotional aspects of speech development of verbal and non-verbal speech.

When working on a section of the program, its result is important, which is carried out through: personal; metasubject; subject and communicative actions. At the same time, the enrichment of the vocabulary of younger students will be more effective if: to develop student's ideas about the word as a unity of abstract and specific, general and individual, neutral and emotionally colored meanings; draw students' attention to the lexical side of the word; regularly conduct exercises aimed at the development of speech at the lexical level. As a result of the development of the section "Vocabulary" students should be able to use the acquired knowledge and skills in practical activities and everyday life for: expressiveness, grammatical correctness, development of an active speech vocabulary students (N.A. Trubina) [15]; adequate perception sounding speech (statements of adults and peers, children's radio programs, audio recordings, etc.) (E.V. Shitsko) [16]; work with dictionaries; adherence to orthoepic norms; creating oral and written simple texts on topics of interest to the younger student in the form of narration and description (S.V. Yurtaev) [17].

An important moment in the activation of the cognitive activity of students is the formation of their goal-setting. We must strive to ensure that students understood what they should learn and what likely result they should come to. The duration of this stage in the lesson is 3-4 minutes. One of his goals – “turn on” the most important intellectual qualities of children whose development will continue work during the remaining structural stages of the lesson. After the children accept the proposed problem, the teacher leads the search for a solution, which is carried out by the students. The organization of such work is manifested communicative practice-oriented orientation of educational and cognitive activity.

Ensuring a balance between the independent search of students, knowledge in the process of learning activities and the presentation of new knowledge by the teacher. Wherein make the most of the various methods presentation of new material (visual, verbal, practical) and various forms of work (frontal, group, individual). Required obligatory organization of individual and group reflection on the achievement of personal and actual educational goals in the form of a dialogue or written feedback. At the end of the lesson, when summarizing its results, everyone evaluates their contribution to the achievement of the goals set at the beginning of the lesson, their activity, the effectiveness of the class, fascination and usefulness. Reflection helps the student to discover a lack of knowledge, teaches him to expand the boundaries of his possibilities in the field of thinking, thereby changing himself.

Activate attention, thinking, imagination students; increase their learning motivation; raise the level of manifestation of cognitive processes; it is possible to form cognitive needs and interest with the help of interactive technologies that contribute to the transformation of the

explanatory-illustrated teaching method into a practice-oriented one, as a result of which students become active subjects of the educational and cognitive process. This enables students to consciously assimilate knowledge, acquire skills and perception skills, analysis, transformation and reproduction of educational information. As a result, students develop ability to analyze the current situation and formulate conclusions; establishing links and relationships between the studied objects; highlighting essential characteristics and sifting out non-essential properties and signs; ability to compare, classify and generalize observed phenomena; skills to application of known methods of activity to others situations. The listed skills, skills and abilities together form an information and language competence, which, according to some researchers (Yu.V. Batenova, O.G. Mishanov), contributes to the development of theoretical and empirical types of linguistic thinking in younger schoolchildren [18, p. 44-48].

When using this technology, you must: include younger students in active creative activity through the creation of problem situations; use partial search, heuristic and research methods; as the leading forms of organization of educational and cognitive activities to implement collective and group forms of education; apply a variety of interactive technologies based on differentiated and integrated learning. Implementation of the methodological development of the program section involves the use of the following methods:

1. Visual: observations; excursions (nature, to museums); use of art-illustrated manuals; multimedia materials; facilities musical expression.
2. Verbal: reading fiction; conversations with elements of dialogue; conducting various didactic games; additional message material; children's stories from illustrations; holding quizzes, competitions, theme parties, holidays with the participation of parents.
3. Practical: practical work; theatricalization, didactic game; creation of computer presentations.

Forms of organization of educational activities can be varied: educational cooperation; interaction with classmates and the teacher; independent work, pair work, group work. At school, the main form of organizing activities is a lesson of various types, depending on the goal and objectives. Various types of lessons activate the mental activity of students (lessons of research, discovery of a new one, practical exercises, a lesson - a generalization of the acquired knowledge; educational excursions; lessons - travel, concerts, oral magazines, holidays, etc. Educational and educational activities of younger students as in the classroom, and in extracurricular activities, is carried out using interactive learning technologies. The implementation of interactive learning technologies, writes E.V. Kalinskaya, involves the organization in the classroom of such forms of dialogue communication that can be effectively used for mutual understanding and interaction of students, joint decision their general educational tasks [6, pp. 195-198]. In the course of active and proactive dialogue communication, younger students master the ability to think critically and solve educational

problems based on an analysis of the current situation; skills for active participation in discussions, discussions; communication skills and tolerant interaction with the participants of the dispute. Interactive educational technologies make it possible to simultaneously solve several pedagogical problems. Such forms and methods of teaching form the universal educational activities of younger students, help to establish emotional relationships between them, contribute to the solution of educational problems, and develop the ability for collective activity.

In preparation for classes, students prepare reports, presentations, work with various reference sources of information. They can extract educational information from encyclopedias, the Internet, libraries, electronic resources, printed publications, etc. Where in junior schoolchildren are involved in various types of educational and cognitive activities. At the end of the lesson students analyze the results of their productive cognitive activity: What did you manage to do in the lesson? What seemed difficult? How do they evaluate their work in the class as a whole? However, in our opinion, it is necessary adhere to the following basic principles of expanding and enriching the vocabulary of younger students in the process of teaching the Russian language and literature.

Often, younger schoolchildren, for whom quite recently the main activity was gaming, are embarrassed by their speech when communicating, are reluctant to participate in conversations, eschew stories or they say very little.

If the teacher from the first days of training will ensure that every first grader tries speak with conviction, clearly, legibly, then in the following classes will significantly enrich the student's vocabulary, respectively, will develop much more successful speech activity.

To achieve this goal, it is possible, in our opinion, under the following pedagogical conditions: the speech activity of younger students is manifested in their general communicative activity, in the absence of fear, taciturnity, complexes; ongoing systematic work on the formation of readiness to meaningful perception of educational information; the process of assimilation of the main definitions is activated text linguistics; developmental exercises aimed at enriching the vocabulary of younger students are regularly performed.

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