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DEVELOPMENT OF AN ACTIVE AND PASSIVE DICTIONARY OF STUDENTS. METHODS OF ISOLATING THE ACTIVE DICTIONARY FROM THE TEXT

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ABSTRACT

The article is devoted to one of the main questions of the methodology of teaching the Russian language - the enrichment of the vocabulary and grammatical structure of students' speech. Despite the sufficient study of the topic in modern works on the methodology of teaching the Russian language, the problems associated with the practical use of methodological recommendations remain to this day. The article deals with the question of the vocabulary of students in non-Russian schools. On the teacher's methods of using active and passive vocabulary for students.

KEYWORDS: *Active Dictionary, Passive Dictionary, Vocabulary, Content, Information, Reference Words, Reading.*

INTRODUCTION

Enriching the vocabulary of students is one of the most important tasks of the Russian language course.

The concept of "active and passive vocabulary" is purely pedagogical. We are talking about the volume and quality of the vocabulary of students, which they should receive in reading lessons, about the set of words that are feasible for assimilation and use in speech practice.

What is a student active vocabulary? This is a dictionary of their independent speech practice. This is the lexical material underlying the students' speech, they need not only for perception, but also for reproducing the information received.

A passive vocabulary is that group of words that a student needs for receptive (passive) language proficiency, that is, to understand what he has heard or read, to obtain information and rarely uses it in speech.

Active vocabulary is the lexical material of external speech (speech for others). Passive vocabulary - lexical material (for yourself). These are words, the meaning of which a person knows, uses in speech every day in a particular area of communication. The enrichment of vocabulary is aimed at ensuring that, when generating speech, the student has a free synonymous substitution of words to clarify thoughts, eliminate repetitions, create imagery and stylistic norms.

When perceiving a text, a rich vocabulary allows you to adequately perceive information not only through understanding the dictionary meanings of words, but also their semantic connotation. The enrichment of the dictionary occurs through the introduction into the linguistic consciousness of thematic groups of words, synonymous series, phraseological units, antonymic pairs, which makes it possible to choose the necessary unit.

There are various techniques of possession of the readable text of the dictionary for activation.

Prof. Chistyakov V.M. suggested in the middle grades of the national school to select an active vocabulary after analyzing all aspects of the studied text: vocabulary, phraseology, grammatical forms, syntax of sentences, composition of the text.(1)

Of course, the author's advices are very useful, but their implementation is within the power of the compilers of the "Books for Reading".

These techniques require lexical analysis of the text rather from the position of a methodist-linguist; they are laborious, especially if you analyze a large-scale work.

Let us offer another method for defining a vocabulary activated in a lesson, which can be practically used by a teacher and whose effectiveness has been tested in practice. This technique is based on the assessment of the word as the bearer of the author's thought.

We must not forget that the vocabulary material activated in the lesson in its volume is not equal to the number of new words for students entered in this lesson. It includes vocabulary that is new for this lesson, and some part of the words previously learned.

In our opinion, an active vocabulary is basic words, without which it is impossible to solve the teaching purpose of the lesson, to cause the student's speech activity: participation in a conversation, retelling, writing a presentation, essay.

The purpose of each reading lesson is the development of students' speech. It cannot be fully resolved if the student's speech activity is based only on words that are new for this lesson. The teacher constantly, day after day, mobilizes the vocabulary previously accumulated by the students and makes a certain part of it at each lesson a reference for the implementation of the educational goal of the lesson.

Unfortunately, the teacher is not always aware of which vocabulary he must first of all rely on in order for the student's speech activity to precede actively.

In this case, you need to use the selection of vocabulary material, which is basic for solving the educational task of the lesson.

For example, preparing students for the perception of A.S. Pushkin's poem "To Siberia", you need to write on the blackboard the names of the topics of the poem and the vocabulary material for them:

- a) The hard life of the Decembrists in hard labor (hard labor, Siberian mines, a gloomy dungeon, gloomy closures, convict holes, shackles, dungeons);
- b) Decembrists (proud patience, sorrowful work, high aspiration);
- c) What the poet believes in (the desired time, the shackles will fall, the dungeons will collapse, freedom, the sword).

Here, a reference vocabulary is written out for each item - the foundation of the coherent speech of students. This is the activated vocabulary for this lesson. A teacher can use this technique when he prepares students for the perception and reproduction of information.

Thus, if you follow the content of the information, fix it in the plan, then it is quite easy in each case to select the reference vocabulary that is subject to mandatory activation in this lesson. Therefore, the teacher must constantly draw up a plan for the content of the information that the student receives, and write down reference vocabulary material, with the help of which he will reproduce the information received or participate in the creation of independent speech production.

The development of speech, the formation of linguistic, linguistic communicative competencies is closely related to the formation of students' views on the world around them and on understanding themselves in it. In this regard, one cannot but pay attention to the teaching of the linguistic model of the world and extrapolate its main provisions to the methodology; "Along with the logical, the language carries an axiological interpretation of the world", "transforming the world into ideas, the language does not reflect the already known idea of the world, but in the most direct way forms it" (Salmina, p. 48).

Thanks to diligent and attentive work with the word in the Russian language lessons, the foundations are laid that form the students' worldview and give birth to the reader. Systematic work on new words leads to the fact that students over time concentrate their attention on unfamiliar words and find out their meaning in different sources.

The modern methodology of teaching the Russian language recommends that the teacher, organizing work to enrich the vocabulary of students, be based on the following fundamental provisions: 1) the content of the work is to identify the meaning, meaning of the language unit of the word and its actualization in the student's speech; 2) the content of vocabulary work includes replenishment of the vocabulary of schoolchildren, vocabulary and spelling work, acquaintance with the word as a means of artistic expression; 3) the richer a person's active vocabulary, the more meaningful his oral and written speech.

As an interpretation of the lexical meaning of a word, two main groups of vocabulary and semantic techniques and exercises are used.

1) Exercises aimed at explaining the lexical meaning of a new word and memorizing it:

Working with an explanatory or encyclopedic dictionary, which allows you to reveal the meaning of a word, understands its generic characteristics, teach students to work with reference literature.

Comparison The essence of this technique consists in transferring the meaning of a known word to an unknown one by similarity (if a synonym is chosen) or by its opposite (if an antonym is chosen).

Morphemic analysis draws attention to the etymology and structure of the word. Referring to the image (showing an object or its image, ethnographic sketches). This method is useful when familiarizing with outdated vocabulary

2) Techniques and exercises aimed at developing the ability to use new words. To introduce new words into the active vocabulary of students, there are the following types of exercises: composing word combinations that reflect the typical lexical combination of a word; drawing up sentences with a new word according to the proposed schemes (taking into account the studied grammatical material and punctuation rules); introduction of a new word into spelling dictations of different types (vocabulary, explanatory. Selective, creative.free); the use of new words in creative works; finding and correcting technical errors in the text

The following vocabulary enrichment exercises are of greatest interest to schoolchildren.

“Strangers”. (Exercise to develop students' attention to new, unfamiliar words). The task is to read the text, write out unfamiliar words, and determine their meaning by the dictionary. After completing the exercise, it is necessary to invite students to explain how they understand the meanings of those words that were not named by them among strangers. As a rule, there are a number of words that need additional interpretation.

Systematic work on enriching the vocabulary of students in the study of a work of art and in the context of the formation of personal, communicative and cognitive universal educational actions (Yusupova, 2014), (Yusupova, 2015) contributes not only to the expansion of the active and passive vocabulary of students, but also forms the personality of the student, introduces him to the culture of the people.

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