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Increasing Vocabulary Resources for Primary School Students

Meningkatkan Sumber Daya Kosakata untuk Siswa Sekolah Dasar

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Abstract

This article explains how to explain the meaning of a word to elementary school students and how to activate a primary school dictionary.

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Introduction

A lot of work is being done in our country to organize primary education on the basis of socio-economic reforms, best practices of developed countries, as well as science and modern information and communication technologies, to bring up a spiritually mature and intellectually developed person. In particular, for the 2021-2022 academic year, the implementation of the National Curriculum in grades 1-2 of all secondary schools in the country. Through this program, from this stage of education and upbringing, students are taught to think independently and freely. The goals and objectives of all subjects in the curriculum, as well as mother tongue and reading literacy classes, play a key role in shaping students' independent and free thinking skills and competencies.

The decisions developed and implemented over the past period to improve the quality and efficiency of education and their implementation are an important impetus for radical reform of the education system. President Shavkat Mirziyoyev chaired the meeting. A video conference was held to discuss issues of improving the education system and accelerating the development of science in the country. First of all, the head of state stressed the need to reconsider the workload and the number of lessons in schools, to create a methodology that encourages students not only to memorize, but also to think.

Shavkat Mirziyoyev said that if the teaching methods at school do not change, the quality, content and environment of education will not change. It was noted that it is important to study modern teaching methods in the world and introduce them in schools of our country. The Ministry of Public Education has been tasked to develop a National Curriculum based on this experience and implement it as a pilot in the educational process from the 2021-2022 academic year.

Based on these tasks, one of the main directions in the development of speech in primary school students is the work on the word, that is, the work of the dictionary. Vocabulary work in mother tongue and reading lessons is important in increasing students' vocabulary. According to M. R. Lvov, half of the new words learned by primary school students up to the 4th grade is included in the student's vocabulary through these lessons. "Vocabulary work is not a single work of the teacher, but a systematic, well-organized, pedagogically expedient work connected with all sections of the Russian language course," wrote the well-known methodologist A. V. Tekuchev.

The stages of vocabulary work can be expressed as follows:

- 1) explaining the meaning of the word,
- 2) activating the word,
- 3) using the word in speech. Activating a student dictionary is one of the most important areas of vocabulary work in native language and reading lessons.

Therefore, the teacher's task is to help the student to master the combination and use of inactive words in order to transfer the inactive words from the student's vocabulary to the active vocabulary. Even if a student uses a word only once in his or her retelling, story, conversation, letter, statement, or essay, the word is considered active. Learning a word involves knowing its meaning, conjugation, and scope. Explain the meaning of the new word to the student so that he or she understands the word correctly. To do this, the teacher must know how to explain the meaning of the word and use it appropriately. M. R. Lvov distinguishes the following ways of explaining the meaning of a word: visual, contextual, synonymous, logical description, detailed description, antonym, analysis of word structure.

Discussion

For elementary school students, the words they do not understand in their native language and in the textbook are different in meaning. Therefore, it is important to choose the most effective way to explain the meaning of these words according to their nature. Here are some suggestions on how to choose the most effective way to explain the meaning of a word in a few textbooks. In elementary school, Mother Tongue and Textbooks, words that students do not understand are common. Their meaning can be explained in the above and other ways.

1. The meaning of the following words found in textbooks can be explained by showing a picture: mint, incense, deer grass, ermon (1,6), embroidery (1,7), pepper, castle, factory, rocket (1,17), ski (1,19), Quran (1,19), sona (1,19), so`gal (1,19), goldfinch (1,19), pig.

Apparently, these words are specific, that is, they are the names of things that can be seen with the naked eye. When explaining the meaning of words belonging to the category of nouns and adjectives, it is necessary to show a picture of the object, and when understanding the words of the category of verbs, it is necessary to show a picture of the subject.

2. The meaning of the following words can be explained by giving them synonyms. Independence - independence, radiance - light, congratulations - congratulations, sky - sky, blue, rose - flower, sabo - wind, attitude - connection, medicine - healing, leaf - leaf, gift - give, gift to do.

When using this method, the teacher should keep in mind that the explanation of words through synonyms is effective only if

the students have a good understanding of the meaning of each explanatory synonym. Therefore, to explain the meaning of a word, it is necessary to choose only common words that children understand well as synonyms.

3. The meaning of very general, broad concepts in textbooks can be explained by listing what they are called.

Insects are worms, ants, bees, beetles, spiders.

Fruits - apples, pears, figs, apricots, peaches.

Text is a story, a poem, a fairy tale.

Melons - melons, watermelons, hazelnuts.

Ancestors - father, grandfather, grandmother, great-grandfather.

Generation - child, grandchild, great-grandchild, great-grandchild.

Equipment - tractor, car, combine, TV, iron.

4. The meaning of many words in the textbook can be determined by their components - morphemes. It is well known that both adults and students try to decipher an unknown word by dividing it and making a semantic connection with a known cognate word. In Grade 3, the following words can be explained using word structure - the core and the preposition. Rest - rest - core, -goh - word-formative adverb, means place. So it means a place of rest. Informant - message - core, -dor - word-formative suffix, means ownership.

5. The meaning of the following words, which do not have synonyms in the textbooks, can be explained to students in a figurative way.

A citizen is a permanent resident of a country.

Ma`vo is accommodation.

Pressure is the use of force, coercion, compression.

Tradition is a tradition passed down from generation to generation.

Enlightenment is a deep and virtuous knowledge of nature, society and man.

The Qur'an is the holy book revealed to Muslims by Allah to the Prophet Muhammad.

The continent is each of the six separate parts of the earth, surrounded by seas and oceans.

Conclusion

Explaining the meaning of words is just the first step in enriching a student's vocabulary. It takes a lot of work for a word to become a "property" of the reader, that is, for an active vocabulary. Experience in speech development shows that stereotypes and unplannedness are unacceptable. There should be a consistent, thorough, consistent work on the wording that is planned for each lesson.

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