

THE ROLE OF VOCABULARY WORK IN TEACHING THE RUSSIAN LANGUAGE*Safarova Aziza Lazizjon kizi**2nd-year student of Gulistan State Pedagogical Institute**Jabborova D.D.**Scientific Advisor: Doctor of Philosophy in Pedagogical Sciences (PhD), Associate Professor*

Keywords: speech development, vocabulary work, semanticization, activation, word usage, methodological approaches, Russian language, literature lessons, pedagogy, linguistics, vocabulary expansion, systematic study, speech skills, moral values, teaching methodology.

Annotatsiya: Ushbu maqola rus tili va adabiyot darslarida lugʻat ustida ishlashning ahamiyatini oʻquvchilarning nutqini rivojlantirishning asosiy jihatlaridan biri sifatida koʻrib chiqadi. Muallif lugʻat ustida ishlash bosqichlarini, jumladan, semantizatsiya, faollashtirish va soʻzlarni nutqda qoʻllash jarayonlarini tahlil qiladi hamda oʻquvchilarning lugʻat boyligini kengaytirish uchun samarali metodik yondashuvlar va mashqlarni taklif etadi. Maqolada lugʻatni oʻrganish jarayonining tizimli va maqsadli boʻlishi, shuningdek, u rus tili dasturining barcha boʻlimlariga integratsiya qilinishi zarurligi taʼkidlanadi. Yetakchi lingvist va metodistlarning ishlariga tayangan holda, muallif oʻquvchilarning lugʻatini faollashtirish nafaqat ularning nutq koʻnikmalarini yaxshilashini, balki axloqiy qadriyatlarni shakllantirishga ham hissa qoʻshishini taʼkidlaydi. Ushbu ish rus tili oʻqituvchilari, metodistlar hamda pedagogika va lingvistika sohalaridagi tadqiqotchilar uchun foydali boʻlishi mumkin.

Аннотация: В данной статье рассматривается важность работы над лексикой на уроках русского языка и литературы как одного из ключевых аспектов развития речи учащихся. Автор анализирует этапы работы с лексикой, включая семантизацию, активизацию и применение слов в речи, а также предлагает эффективные методические подходы и упражнения для расширения словарного запаса обучающихся. В статье подчеркивается необходимость системного и целенаправленного изучения лексики, интегрированного во все разделы курса русского языка. Опираясь на труды ведущих лингвистов и методистов, автор доказывает, что активизация словарного запаса учащихся способствует не только улучшению их речевых навыков, но и формированию нравственных ценностей. Работа может быть полезна преподавателям русского языка, методистам и исследователям в области педагогики и лингвистики.

Abstract: This article examines the importance of working on vocabulary in Russian language and literature lessons as one of the key aspects of students' speech development. The author analyzes the stages of vocabulary work, including semanticization, activation, and the application of words in speech, and proposes effective methodological approaches and exercises for expanding students' vocabulary. The article emphasizes the necessity of a systematic and purposeful study of vocabulary, integrated into all sections of the Russian language curriculum. Drawing on the works of leading linguists and methodologists, the author argues that activating

students' vocabulary not only improves their speech skills but also contributes to the formation of moral values. This work may be useful for Russian language teachers, methodologists, and researchers in the fields of pedagogy and linguistics.

Vocabulary work in Russian language and literature classes plays a crucial role in enriching students' vocabulary. This article presents the stages of vocabulary work, as well as sample exercises with additional tasks using selected vocabulary during lessons.

Prominent educators and methodologists have emphasized the need to develop children's speech and nurture a love for their native language. K.D. Ushinsky advocated for the development of the "gift of speech," highlighting its importance in shaping children's cognitive activities and further learning. He stated: "A child who is not accustomed to understanding the meaning of words, who understands them vaguely or not at all, and who has not acquired the habit of using them freely in spoken and written speech, will always struggle with this deficiency when studying other subjects."

Research Objective

The goal of this study is to develop students' speech, which requires systematic work on its content, teaching students to construct sentences sequentially, carefully select appropriate words and their forms, and consistently work on the correct expression of thoughts.

Vocabulary work should not be an isolated episode in a teacher's work but rather a systematic, well-organized, and pedagogically structured activity integrated into all sections of the Russian language curriculum. The renowned scholar-methodologist A.V. Tekuchev wrote: "Vocabulary work is not an occasional activity in teaching but a systematic, well-organized, and pedagogically structured process related to all sections of the Russian language course."

Stages of Vocabulary Work

Vocabulary work can be divided into the following stages:

1. **Semantization of the word** (explaining its meaning)
2. **Activation of the word** (encouraging its use)
3. **Application of the word in speech**

Activating vocabulary is one of the most important aspects of vocabulary work in lessons. The teacher's task is to help students master the collocational and contextual use of passive words, converting them into active vocabulary. A word is considered activated when a student uses it at least once in retellings, stories, dialogues, letters, essays, etc. Mastery of a word includes knowledge of its semantics, collocations, and usage.

Methodological Basis of the Study

The research is based on the works of linguists specializing in terminology, including A.A. Reformatsky, G.O. Vinokur, V.P. Danilenko, O.S. Akhmanova, T.L. Kandelaki, L.A. Kapanadze,

V.A. Tatarnov, S.V. Grinev, B.N. Golovin, R.Y. Kobrin, A.V. Superanskaya, N.V. Podolskaya, N.V. Vasilyeva, V.M. Leichik, L.Y. Buyanova, G.P. Nemets, T.H. Kade, S.D. Shelov, and others.

The study of terminology systems is not new in linguistics and continues to attract increasing attention from researchers. General questions of sectoral terminology are reflected in studies such as S.G. Kazarin's "Typological Characteristics of Sectoral Terminology" (Kazarin, 1999), Z.I. Komarova's "Semantic Problems of Russian Sectoral Terminography" (Komarova, 1991), A.V. Milyuk's "Secondary Nomination in Sectoral Terminologies" (Milyuk, 2004), and T.V. Ryzhenkova's "Specifics of the Trans-Terminolization Process in Sectoral Terminology Systems" (Ryzhenkova, 2001).

Effective Methods of Vocabulary Work

Explaining a word is only the first step in enriching students' vocabulary. To ensure a word becomes part of a student's active vocabulary, extensive work is required. Practical experience in speech development suggests that routine and randomness are unacceptable; instead, a structured, flexible, and ongoing approach to word study should be planned for every lesson.

A word is memorized more effectively when perceived through multiple sensory channels. Thus, each word should be introduced to students repeatedly and in different contexts to engage sight, hearing, touch, memory, and, of course, conscious understanding.

Students' vocabulary remains limited, particularly regarding words related to human relationships. Mastering vocabulary in this thematic group is crucial for instilling proper behavioral norms. Research has shown that students inherently strive for kindness and moral values but often lack the necessary vocabulary to express these concepts. For instance, words such as kindness, compassion, devotion, and sensitivity are often missing from their active vocabulary. A review of Russian language textbooks indicates that, while they contain diverse themes, they frequently lack essential words like hospitality, loyalty, mercy, and tactfulness. However, vocabulary work with these words is both necessary and feasible in grammar and spelling lessons.

In colleges, teachers often overlook the potential of lessons for moral education, as textbooks primarily focus on cognitive objectives.

Key Steps in Vocabulary Activation

1. **Defining the word** using one or more techniques:
 - Contextual analysis
 - Finding synonyms or antonyms
 - Identifying related root words
 - Using descriptive explanations
2. **Reading and writing the word** (orthographic and pronunciation practice)
3. **Working with sample usages** (ready-made phrases and sentences)

4. **Establishing semantic connections** through exercises designed to help students recognize and assimilate paradigmatic relationships between words.

Vocabulary work on selected thematic groups can follow two approaches:

- Integrating thematic words into textbook exercises
- Introducing additional assignments using selected vocabulary during lessons

Sample Exercises

1. Find words with the same root in each row:

- добрый, чуткий, доброта
- нежный, ласковый, нежность
- отзывчивый, душевный, сердечный
- равнодушие, равнодушный, безразличный

2. Identify the part of speech for each word:

- верный, верить, внимание, доброжелательный, честный, равнодушный, уважение, тревожиться

3. Match words with opposite meanings:

- жестокий — ?
- ласковый — ?
- равнодушный — ?
- вежливый — ?

Conclusion

In colleges, lexicology is studied in a narrow sense, i.e., as the lexical system of a language. However, the curriculum also includes information on stable expressions and dictionaries (explanatory, foreign words, and phraseological dictionaries).

Lexicology is studied in both an educational and practical aspect: it familiarizes students with the lexical system of the Russian language while developing their ability to use different lexical layers in various communication situations, thus enriching their vocabulary with different lexical-semantic word groups.

Vocabulary work and lexicology study are closely related but distinct. While both focus on words, lexicology studies words as units of the lexical system, whereas vocabulary work primarily aims to expand students' active vocabulary. Nevertheless, vocabulary expansion occurs more effectively when supported by lexicological knowledge.



Therefore, in teaching lexicology, it is essential to consider the methodological differences between vocabulary work and lexicology instruction, ensuring a strong connection between the two methodologies.

References:

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