



COGNITIVE-METHODICAL BASIS OF WORKING ON VOCABULARY IN NATIVE LANGUAGE LESSONS IN THE PRIMARY GRADE

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Abstract

This article analyzes the scientific and methodological foundations for enhancing the vocabulary, clarifying word meanings, and activating the lexicon of primary school students. The process of vocabulary development is investigated based on the principles of cognitive psychology and linguodidactics, identifying four primary dimensions of speech development. Drawing on textbook materials, the article substantiates the methods for uncovering semantic facets of words and evaluates the effectiveness of lexico-logical exercises.

Keywords: Vocabulary, semantics, active vocabulary, passive vocabulary, synonyms, antonyms, linguodidactics, cognitive development, methodological system.

BOSHLANG‘ICH SINIF ONA TILI DARSLARIDA LUG‘AT USTIDA ISHLASHNING KOGNITIV-METODIK ASOSLARI

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Annotatsiya:

Ushbu maqolada boshlang‘ich sinf o‘quvchilarining lug‘at boyligini oshirish, so‘z ma‘nolarini oydinlashtirish va faollashtirishning ilmiy-metodik asoslari tahlil qilinadi. Lug‘at ustida ishlash jarayoni kognitiv psixologiya va



lingvodidaktika tamoyillari asosida tadqiq etilib, o'quvchilar nutqini rivojlantirishning to'rtta asosiy yo'nalishi belgilab berilgan. Maqolada so'zning semantik qirralarini ochish usullari va leksik-mantiqiy mashqlarning samaradorligi darslik materiallari asosida asoslangan.

Kalit so'zlar: lug'at boyligi, semantika, faol lug'at, nofaol lug'at, sinonimlar, antonimlar, lingvodidaktika, kognitiv rivojlanish, metodik tizim.

Аннотация:

В данной статье анализируются научно-методические основы расширения словарного запаса, уточнения значений слов и активизации лексикона учащихся начальных классов. Процесс работы над словарем исследуется на базе принципов когнитивной психологии и лингводидактики, определены четыре основных направления развития речи учащихся. В статье на основе материалов учебников обоснованы методы раскрытия семантических граней слова и эффективность лексико-логических упражнений.

Ключевые слова: словарный запас, семантика, активный словарь, пассивный словарь, синонимы, антонимы, лингводидактика, когнитивное развитие, методическая система.

INTRODUCTION

In the current educational paradigm, the main goal of teaching the native language is to fully realize the function of the language as a means of communication. The success of speech activity directly depends on how extensive and mobile a person's vocabulary is. At the primary education stage, the student perceives the world through words and forms his own opinion. The methodology of working on the dictionary is not only memorizing new words, but also the process of forming a linguistic attitude to language units.

Methodological foundations. The linguistic basis of the methodology of working on the dictionary is the science of lexicology. Lexicology studies the lexical composition of the language, the features of the expression of meaning by words



in speech, and the phenomena of meaning transfer. In primary grades, this process is carried out in four fundamental directions:

1. Enriching the vocabulary: The student should add an average of 8–10 new lexical units to his personal vocabulary every day.
2. Clarifying the vocabulary: Understanding the contextual meaning of the word, its figurative meanings and stylistic coloring.
3. Activating the vocabulary: Transferring words from the student's passive (inactive) vocabulary to his lively speech, that is, active consumption.
4. Sorting out non-literary units: Replacing elements of dialect and simple colloquial language with literary language norms.

Strategies for explaining word semantics Explaining the meaning of a new word to students is a cognitive process that should be carried out in economical and effective ways, without distracting from the main topic of the lesson. From a scientific and methodological point of view, the following methods give the highest results:

Contextual analysis: Understanding the meaning of a word based on the general content of the sentence or text in which it takes part.

Paradigmatic approach: Revealing the meaning of a word using its synonyms (synonyms) (for example: sky - sky).

- Syntagmatic comparison: Explaining an unfamiliar concept through its antonym (opposite meaning) (for example: worker - lazy).
- Descriptive method: Explaining by describing the main feature or functional function of the subject.

Linguistic exercises in systematizing the dictionary

Working on lexical-semantic groups is of great importance in forming the skills of students to choose and use words appropriately in their speech.

4.1. Working on synonyms and antonyms

Synonyms (synonyms) provide richness and expressiveness of the language. In elementary grades, students learn to avoid rhetorical repetition by analyzing synonymic sequences. For example, distinguishing subtle semantic differences between the words "big," "great," "great," and "huge" increases a student's stylistic sensitivity.



Antonyms (words with opposite meanings) help to understand things and phenomena by comparing and contrasting their essence. These exercises develop dialectical thinking in students.

4.2. Polysemous and homonymous words

Students begin to understand the semantic complexity of the language in the process of analyzing the properties of polysemy (polysemy) and homonymy (homonymy). For example, distinguishing the words summer (season) and summer (action) in a sentence sharpens the student's logical thinking.

Psychodidactic significance of logical exercises:

Logical exercises organize the student's knowledge about the environment. Such exercises are divided into the following types:

1. Grouping: Classifying objects according to their common features (clothes, birds, tools).
2. Generalization: Listing objects of the same type and giving them a common name (table, chair - furniture).
3. Exclusion: Finding a logically incompatible "extra" word from a given string.

Vocabulary activation and coherent speech

Working on vocabulary in native language education is a multifaceted process, the ultimate goal of which is to develop the student's coherent speech. The lexical-syntactic features and methodological significance of this process are analyzed as follows:

1. Transition from the Lexical to the Syntactic Level

The word combination serves as a transitional link between working on vocabulary and developing speech.

- The role of the word combination: The word combination is a link between the lexical level (individual word) and the syntactic level (sentence). Vocabulary work provides building material for a sentence.
- Master and subordinate relationship: Understanding the semantic and grammatical connection of words in a word combination, the subordination of one word to another, forms the skill of constructing a sentence.
- Speech situation: The student learns the specific meaning of the new word he has learned in the context by including it in a word combination and sentence structure.



2. The Highest Level of Speech Development: Statement and Essay

The student's use of new lexical units in his independent creative work is considered the highest stage of speech development.

- Statement: When the student uses the words and phrases mastered in the process of analyzing a sample text in his retelling, this indicates that his vocabulary has been enriched.
- Essay: This is the highest form of creative work, requiring the student to consciously choose words based on his experience and knowledge.
- Conscious use: The reader's use of synonyms that are appropriate to the ideological content of the text and the stylistically accurate use of words indicate that his speech culture has grown.

Tasks for the Formation of Connected Speech

Coherent speech is speech that is structured on the basis of logical and grammatical rules and has a complete content.

- Topic and material: The more complete and rich any speech material (words) is, the more meaningful the statement will be.
- Consistency: The student acquires the skills of organizing the material, drawing up a text plan and logically connecting words based on this plan.
- Editing skills: A critical look at one's own speech and independent correction of lexical or stylistic errors (repetitions, dialect words) are an important condition for developing speech.

CONCLUSION

The methodology for working on vocabulary in primary school native language education determines not only the student's speech, but also his general intellectual potential. Systematic work on the meanings of words, explanation of synonymous and antonymic relationships, regular use of logical exercises contribute to the deep mastery of literary language norms by students. The correct implementation of this methodological system will serve as the foundation for the training of perfect individuals and qualified specialists in the future.



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