

WAYS TO REPLENISH THE VOCABULARY OF ELEMENTARY SCHOOL STUDENTS

Khalilova T.T.¹, Salaidin kyzy A.², Orozbek kyzy N.³, Ikramova G.A.⁴, Abdrazakova Z.O.⁵

¹Khalilova Turdugul Tashpolotovna - Candidate of Pedagogical Sciences

²Salaidin kyzy Aizharkyn - master's student

³Orozbek kyzy Nargiza - master's student

⁴Ikramova Gulnaz Altynbekovna - master's student

⁵Abdrazakova Zulkumar Omurzakovna – master's student

DEPARTMENT OF MASTER'S AND POSTGRADUATE

STUDIES BATKEN STATE UNIVERSITY

BATKEN, KYRGYZ REPUBLIC

Abstract: This article discusses the reasons why elementary schools cannot grow in the vocabulary of young people, who are generally our future, and how we can increase their vocabulary and what methods we can use to improve their vocabulary. Is it possible to enrich the treasury? The influence of family communication on the development of students' vocabulary and the main methods used to develop children's vocabulary are described.

Keywords: child, phone, elementary school, teacher, teacher, family, word, communication, book, artwork, game.

СПОСОБЫ ПОПОЛНЕНИЯ СЛОВАРНОГО ЗАПАСА УЧАЩИХСЯ НАЧАЛЬНОЙ ШКОЛЫ

Халилова Т.Т.¹, Салайдин кызы А.², Орозбек кызы Н.³, Икрамова Г.А.⁴, Абдразакова З.О.⁵

¹Халилова Турдугул Ташполотовна - Кандидат педагогической наук

²Салайдин кызы Айжаркын - магистрант

³Орозбек кызы Наргиза - магистрант

⁴Икрамова Гулназ Алтынбековна - магистрант

⁵Абдразакова Зулкумар Омурзаковна – магистрант

Отдел магистратура и аспирантура

Баткенский государственный университет

г. Баткен, Кыргызская Республика

Аннотация: в этой статье рассматриваются причины, по которым младшие школьники в целом не могут пополнить словарный запас молодых людей, которые являются нашим будущим, и как мы можем пополнить их словарный запас и с помощью каких методов мы можем обогатить словарную сокровищницу? Описано влияние общения в семье на развитие словарного запаса учащихся и основные методы, используемые для развития словарного запаса детей.

Ключевые слова: ребенок, телефон, начальная школа, педагог, учитель, семья, слово, общение, книга, произведение искусства, игра.

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Let's first look at the relationship between parents and children these days. If you look at most young couples, we can see that they can't afford to pay attention to their children. "Child" - as if the child does not feel what a valuable gift was given to him by the creator. How many parents can't afford such a gift, so I think it would be appropriate to take the same care with their children as with their most valuable possessions. Of course, in fact, this is not only my opinion, but also the opinion of the scientists who have studied me so far. For young people Whether it's the influence of the society we live in today, or the fact that subsequent generations have adopted such character traits as skills, or life is becoming difficult, many of us witness boiling blood, screaming abuse, or complaints about our child. And then let the children speak freely. The fact that most children do not speak or cannot speak clearly in many cases also depends on the parents. In addition, parents, instead of talking to the child on their own, give the child a phone, put various cartoons on the phone and sit next to him, which also affects the fact that the child stops talking. Russian Russian and English cartoons make the child unable to speak Kyrgyz, and the language is unable to speak either English or Russian. How, then, is a child's ability to speak and think formed? Nowadays, most parents say that their children do not understand the book they read because their thoughts are elsewhere. This is not the case, rather, the engraving is scattered everywhere because you cannot imagine what you are reading and do not understand what the words in the book mean. "Reading a book without understanding it is like drinking without digesting food," said E. Bark said It very clearly. Now, to analyze why children don't want to read books? Because children cannot imagine what they are reading, and they also do not understand most of the words because there is not enough vocabulary in the brain.

Why does a child have so little vocabulary? After all, the child had never heard a fairy tale from his toddler, and no one took the time to talk to him. Family communication experience will be of great importance for the development

of children's vocabulary. Currently, children who do not yet have a language also have a phone, and communication with their parents has drastically decreased due to watching various information on TV. Young people now spend less time with children and are more distracted by phone calls than by socializing. The lack of communication in the early years of children's life determines the future path of a child's education, affecting his future speech culture and vocabulary. The more and better children and parents communicate, the more successful the child will be in the future. Children who have grown up listening to fairy tales at an early age have a broad outlook, can freely, clearly and clearly convey their thoughts. As a "teacher," I've come across this many times in my practice. We all know that most children currently experience delayed tongue release. One of the reasons this happens is that they are tied to a phone. Most parents don't talk to babies right now. As the saying goes, "bad habits start easily, they start hard": if we hold the phone in the children's hands now to distract them, we won't be able to take the phone out of their hands again later. The closest confidant, friend of children should be a book.

Causes of insufficient vocabulary development in children:

1. low level of book reading culture;
2. Low access to fiction;
3. Less attention from parents and teachers to learning;
4. The impact of technology;
5. Brief and easy communication on smartphones and social networks;
6. An increase in the amount of non-textual multimedia content (videos, images) that prevents the active use of the language;
7. Poor language environment;
8. Limited family communication environment;
9. Preference is given to Russian, English and other languages, and the use of the native language is decreasing;
10. The lack of a rich language environment for the proper language development of children.

Problems of school education:

1. The theoretical nature of classes and the limited ability of students to communicate in practice;
2. Lack of modern and interesting teaching methods;
3. Insufficient attention of teachers to vocabulary expansion during lessons;
4. Low level of personal interest of students;
5. Lack of motivation to learn;
6. Lack of attempts to improve the language on your own;
7. Preference for gadgets and other distractions;

Psychological and social factors:

1. Low confidence or cowardice;
2. Language barriers (especially for those who live in a multi-lingual environment);
3. Improper or limited social contacts.

Renowned teacher Gapyr Madaminov noted the special importance of upbringing and education in the development of students' vocabulary. In his work, he paid special attention to expanding the vocabulary of children due to the correct guidance of parents to students and the reliable and consistent work of the teacher. Initiatives such as the Mothers' School played an important role in her work, and in these schools mothers received lessons about their place in their children's education and language development. This approach strengthened the bond between family and school and inspired students to acquire knowledge and expand their linguistic wealth. He also emphasized the importance of enhancing their linguistic and creative potential by connecting them to everyday life in order to interest students. For example, he sought to organize exciting activities using local resources to engage students in learning. In this case, the expansion of vocabulary is supported by practical experience and creative activity of the student.

Enriching the lifestyle of primary school students, the teacher should remember the following:

1. Since thought and speech are always inextricably linked, the teacher must develop students' thinking, ensure the diversity of their work, using them in accordance with the requirements that encourage students to think, create tasks, problematic situations, conduct research related to the text, not giving ready-made rules for mastering grammatical material, but making it themselves students, conduct grammatical analysis. It is necessary to make efforts for consistent implementation.

2. There is no doubt that the growth of the number of students depends on the growth of their vocabulary. In some cases, students do not have enough vocabulary to express their thoughts consistently and meaningfully. Therefore, teaching a native language related to a text is of great importance for enriching the vocabulary of students, developing oral and written speech. Because interpreting the meaning of words in a text, studying words, and doing vocabulary work contribute to solving these problems.

The general requirements that contribute to the success of students in fostering the spirit are as follows:

1. At all stages of the lesson, it is necessary to have a literary speech that is a role model for students – mostly the teacher's own speech. Based on this template, the accuracy and artistry of the students' push-ups are formed. Regardless of which exercise the teacher performs, he must monitor the behavior of each student. It is necessary to insist that they be meaningful, in accordance with the norm of literary language. If this requirement becomes a systematic, daily requirement in every lesson, it will have a positive impact on the growth of student achievement, and the enrichment of student achievement will be justified.

2. In the classroom, the teacher must remember that students must work not only in writing, but also orally. It is necessary not only to answer the teacher's question (the method of telling), but also to use various methods (expressing a certain plan, expressing one's opinion, monologue, etc.).(B.U.S.)

3. The child needs to read a book every day. 30 minutes a day.

4. After reading the book, you should discuss it with questions and answers; (what would the Author like to convey in this story?- If you were in the author's place, What would you change? - asks the conversation) 15min.

5. You have to communicate with children every day. (Family communication experience, what's the problem, what's new, what needs to be changed?) For 10 minutes.

Even when you are reading a book to children, it is important to know whether the book corresponds to the age of the child, whether the idea in the book makes sense, What is the level of education, and all this can be said and then read. Children's learning of new words accelerates only when the stories, stories, and stories that are read to the child become interesting and he tries to understand the new words.. The more we read works of art to children, the faster they learn the literary language and expand their vocabulary. By reading works of art, children achieve great results in mastering the literary language and expanding their vocabulary. The peculiarity of the language that can be used in such works is that different words and sentence structures enrich the child's vocabulary. Through artistic texts, poems, and fairy tales, the child learns new words, speech culture, and artistic thinking. In addition, dialogues of characters, descriptions, narration of scenes in the works – all this develops the child's imagination and increases linguistic richness. This practice promotes a deep understanding of the meaning of words in context, the correct use of words and accurate thought transmission. Children need to play a lot, often using games that expand their vocabulary. For example: word games. "who talks a lot? Games like "guess the antonym-synonym" help students memorize words more often and develop language skills. Speech exercises and games for elementary school students can help students improve their language skills and articulate their thoughts. "Who? What? Where? the game." Students receive different flashcards: who (the person) is, what (the action) is doing, where (the place). They combine these words into funny and sometimes strange sentences. "Chain of words" One student pronounces a word, and the next student pronounces another word that begins with the last sound of that word. This game will help you enrich your basket of words and focus. "Image Description" The student is given an image, and he must describe what is inside the image. This exercise will help you recognize words and improve your narrative skills. . "Continue the story" One student begins the story, and the next students continue it. It helps to improve thinking and develop creativity. Presentation on "My favorite thing" Each student has a favorite book, food, creature, etc... This allows them to express their opinions and express themselves freely. "Riddles and questions" You can perform speech exercises based on the game, telling puzzles or asking questions. Students should be accustomed to the free, systematic expression of their thoughts. To do this, you need to make brief reports on the topic, describe what is described, etc. exercises are used. Vocabulary development exercises Revealing the secrets of words: give students a specific word and describe its meaning by suggesting the use of proverbs and sayings. Talk to the picture: children are shown a picture and create text based on it or describe the objects in the picture. Continuation of a fairy tale: the continuation of a story or a story that has begun. It develops their thinking and increases their vocabulary. Word creation games: Search for words starting with a specific letter. For example, name the animals that start with the letter "k". Retell a story: Read a book or a story and retell it in your own words. Crosswords and word puzzles: develop children's thinking and help them learn new words. Using new words. This is an effective way to give them specific tasks to use new words. For example, write a story or tell your own stories. The use of multimedia in vocabulary development Audio and video materials. Teach children to listen to different cartoons and explain the meaning of the words inside them. Interactive lessons. Electronic games and exercises can help strengthen vocabulary. These games and exercises are very helpful in developing students' language and speech skills.

Ishenaaly Arabayev, as the author of the first alphabet, paid special attention to the education of students' morals and introduced special tasks into it. And Kassym Tynystanov, attaching great importance to working with the text in the Kyrgyz language lesson for the development of students' speech, suggested widely using artistic texts of ethnopedagogic content, folk proverbs and sayings in all his textbooks. Leo Tolstoy has a saying: "If a child manages to use the word he learns at least three times, this word will become his property." This means that every learned word, phrase, and gem of a word must be used at least three times in the child's oral and written speech (the more times, the better). When learning a new word, a child must, firstly, be able to pronounce it correctly, secondly, understand the meaning of this word, thirdly, understand the meaning of a new word in context, fourthly, be able to compose phrases and sentences involving a new word, fifthly, find words related to it. the meaning, or, conversely, words whose meaning contradicts, etc., is sufficient. It can also be noted that this will be the main incentive for the development of the child's vocabulary and the formation of a culture of speech. At the end of my article, I want to say that the Finnish teacher Snelman accurately said: "If you are indifferent to youth, if you do not control it, nettles and thistles grow there," and I believe that every parent and we, teachers, must make every effort to help children develop their vocabulary. starting from a very young age. "Anyone who doesn't cook candles by the light will complain about the darkness in the evening," said Jenab shahabeddin... Therefore, it is important that, starting from now, a parent in the family, a teacher at school, not forgetting about the future of children, communicate widely with each child. "Everything starts with communication," says the famous teacher J.A. Chymanov, noting that everything opens up through this conversation, through communication.

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