



METHODOLOGICAL ASPECT OF WORKING WITH DICTIONARIES IN PRIMARY SCHOOL

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Abstract: The methodology of working with linguistic dictionaries of various types in primary school is described, the factors that negatively affect the formation of skills of working with dictionaries are indicated, the stages of working with dictionaries are highlighted, the conditions for the effectiveness of such work, a set of educational actions of working with dictionaries. The requirements for a modern dictionary for younger schoolchildren are defined. Special attention is paid to the methodology of working with explanatory, spelling and orthoepic dictionaries.

Keywords: elementary school, metasubject results, general educational skills, linguistic dictionaries, methods of working with a dictionary, features of dictionaries of various types, a dictionary for a younger student.

The vocabulary that the child owns has always been the subject of attention of scientists-researchers of children's speech, among which L.S.Vygotsky, M.R.Lvov, A.N. Gvozdeev, S.N.Zeitlin, etc. can be distinguished.

As M. R. Lviv notes, a first-grader child uses from 2.5–3 thousand words to 7-8 thousand in his speech, including active and passive vocabulary [1, p. 295]. Moreover, the passive vocabulary is greater than the active one. The translation of passive vocabulary into active vocabulary is an important task of teaching at school, since only with a sufficient number of words-operators of thought processes is it possible to fully develop verbal-logical thinking. One of the solutions to this problem, of course, is to enrich the vocabulary of a younger student through working with dictionaries.

The ability to use dictionaries refers, of course, to universal educational actions, which are understood as "a set of educational ways of behavior of students, consisting of planning the trajectory of achieving educational results, analyzing their parameters, choosing ways to achieve appropriate educational goals, controlling the acquired experience and comparing it with the expected result ..., as well as correcting and constructing new knowledge" [3, p. 30].

Today it is difficult to imagine learning the language without referring to lexicographic sources. Therefore, a primary school teacher should know the methodology of working with dictionaries of different types, be able to form the skills of working with dictionaries in schoolchildren. After all, as M. S. Soloveitchik notes, "if at earlier stages of learning a child is not instilled with the need to turn to dictionaries, if he has not formed the ability to navigate the means of assistance and quickly find the necessary information, then he is unlikely to become a full-fledged user of the entire existing wealth of dictionaries. It is unlikely that the gap that has arisen will be fully filled in the future" [4, p. 30].

The problem of teaching younger schoolchildren to use linguistic dictionaries has always been given great attention and from different positions. For example, N. M. Lavrova, I. V. Osipova, N. P. Pikalova considered

this problem in the aspect of the formation of general educational skills, M. L. Kuskova, S. V. Plotnikova, V. D. Chernyak – in the aspect of lexicographic competence, V. V. Repkin, A. A. Bondarenko, etc. – in the aspect of determining the principles of compiling educational dictionaries of different types. However, it's no secret that dictionaries, despite their importance, have not taken their place in the education and development of a younger student. Why do many primary school students not have the skill of using dictionaries? The authors identify three negative factors: 1) it is rare for primary school teachers to create conditions for the need to access a dictionary; 2) primary school teachers, especially young professionals, do not know how to competently organize work with them in the classroom, since they themselves do not know the specifics of each type of dictionaries; 3) in modern methodology, technologies for working with dictionaries are practically not considered.

Starting work with a linguistic dictionary, a primary school teacher should clearly understand the purpose and results of this work. The main purpose of teaching younger schoolchildren to use dictionaries is the ability and willingness of students to turn to linguistic dictionaries of different types to solve various educational and cognitive tasks. A manifestation of this ability can be considered the attitude to the dictionary and the information contained in it as a kind of value, the knowledge of dictionaries of various types and how to work with each of them, the formation of a number of skills in finding, extracting and using information obtained from the dictionary, the experience of using dictionaries to solve various tasks. These skills are universal and are the basis of any educational activity [5, 6].

Over the past decades, publishing houses of our country have released a huge number of dictionaries. But not every one of them is a dictionary for a younger student. The relevance of this problem was emphasized by A. A. Bondarenko in her works at the end of the last century: "... a dictionary for a child should be "by height", "by size" – by age" [7, p. 27]. In our opinion, dictionaries for primary school should meet the following requirements:

1. The volume of words should not exceed 5 thousand words in total (explanatory – from 3 to 5 thousand words, spelling – 1-2 thousand words, orthoepic-about 1 thousand words).
2. The vocabulary should include words that are actively used by younger schoolchildren in speech.
3. The dictionary should be relevant for this UMK: the content of dictionaries should correspond to exercises, tasks, artistic and popular science texts used by UMK.
4. Dictionaries should be of different types, which causes students to master various algorithms for working with them.

The texts of dictionary entries should be classified as informational, recent studies show that younger schoolchildren have difficulties in perceiving and distinguishing the semantic components of such texts; this needs to be specially taught [8]. In order to work with dictionaries effectively, several conditions must be met:

- the formation of the skill of working with dictionaries should be gradual;
- The use of dictionaries in primary school lessons should be systematic.

The gradual formation of skills in working with dictionaries includes a step-by-step acquaintance with them (with its structure, the principle of the arrangement of words, language marks). Systematic use involves working with dictionaries throughout the entire period in primary school for 3-4 lessons per week to perform various types of work and in different forms (collective or individual, creative or reproductive, oral or written). You can start working from the moment you master reading skills. When organizing work with dictionaries, a primary school teacher should take into account the age characteristics of his students and know the subject material that is studied in this class.

There are three stages in working with dictionaries: preparatory, primary acquaintance, and basic.

At the preparatory stage, the teacher needs to form elementary vocabulary skills among schoolchildren, prepare them to perform appropriate tasks. At this stage, the main work should be aimed at memorizing the alphabet.

At the stage of initial acquaintance, students, under the guidance of a teacher, get acquainted with the dictionary: the author, the name, the principle of the arrangement of words, language marks. At the main stage, children continue to get acquainted with the structure and content of the dictionary. It is at this stage that the knowledge of the alphabet will be useful to the younger student. You can get started by getting acquainted with the spelling dictionary, which is especially relevant during the period of literacy training. The main task of the work is to form the skill of finding a word by the first, and then by the second and third letters. You can use tasks such as finding a word and explaining its place in the dictionary, explaining why the word station is located higher than the word east and below. At the same time, it is important to draw children's attention to the fact that the capital word in the dictionary entry is in the initial form and it is useless to look for word forms went, want, collect, land, going out and under. You should also pay attention to the orthoepic information-the statement of stress. However, the stress in the forms of the word (on chal – began, give l – give and under.) can only be found out in the orthoepical dictionary. Entertaining tasks and exercises play an important role here.

I. V. Gurkova recommends that children always name the dictionary page so as not to waste time searching for the right word [9]. Methodologists of the UMK

"Perspective Elementary School" believe that, on the contrary, children should be given the opportunity to look through the pages of the dictionary. The child who finds the word first, calls the desired page. The main stage can be completed with a small test work on searching for a word in the dictionary.

The specifics of working with a dictionary are determined by its type. We propose to consider explanatory, spelling, and orthoepic dictionaries as the main ones for primary school. Moreover, the explanatory dictionary should become the child's reference book. M. R. Lvov formulated general methodological principles for working with an explanatory dictionary [1]. In his opinion, each of the new words goes through four stages of working with it: 1) discovering a new word; 2) clarifying the interpretation of the meaning of the word; 3) performing exercises with a new word; 4) activating the dictionary, that is, transferring a new word from a passive dictionary to an active one. The author highlights the techniques of explaining the meanings of words:

- 1) Independent, that is, without the help of a teacher, for example, by a picture, by a footnote on a textbook page, by dictionaries at the end of the textbook, dictionaries, by guess.
- 2) With the help of the teacher (selection of synonyms, antonyms, explanation by the teacher, through word formation, through a foreign language).

At the same time, according to M. R. Lvov, the word is considered activated if the child used it at least once in a free, not prompted oral or written speech.

In our opinion, it is important to work with an intelligent dictionary not only in the lessons of the philological cycle, but also in the lessons of mathematics, the surrounding world, technology, and fine art. In addition to the designated types of dictionaries in grades 3-4, it is advisable to introduce schoolchildren to dictionaries of synonyms, antonyms, etymological, phraseological, word-formation.

Thus, when working with linguistic dictionaries of different types, a junior student should know:

- what questions can he solve with the help of a dictionary: how is the word written, how is it pronounced, what is its meaning, what words are associated with, what stable expressions include;
- which linguistic dictionaries help to answer the questions that have arisen – explanatory, spelling, orthoepic, etc.;
- how the dictionary is arranged, what parts it consists of, what is the purpose of these parts;
- how the dictionary entry of linguistic dictionaries of different types is arranged.
- This knowledge serves as the basis for students to consciously master a whole range of actions with dictionaries.:

- awareness of linguistic difficulties and formulation of lexicographic query;
- definition of the dictionary type (within the studied types) and selection of the dictionary according to the request;
- orientation in the dictionary – highlighting the explanatory and dictionary parts in it, highlighting elements in the explanatory part that facilitate the search for information (the purpose of the dictionary, the description of the dictionary entry, the list of abbreviations), searching in the dictionary for the desired dictionary entry;
- orientation in the structure of a dictionary entry – highlighting the title of the article, other parts (in accordance with the type of dictionary), searching for the necessary information in the article, reading and understanding dictionary litters, using links [10].

At the same time, as S. V. Plotnikova points out [10], only one of the actions or even its individual operations can be deployed in educational work, but they should be presented as elements of meaningful activity, for which situations are created in the educational process that motivate a younger student to turn to dictionaries to solve tasks such as determining lexical word meanings, spell checking and pronunciation of the word.

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