



Methods of Knowledge Formation in Lexicology When Teaching Students in National Schools

Botirova Zuhra Jurayevna

2nd year master's students Denau Institute for Entrepreneurship and Pedagogy

Allamuratova Laylo Ruzibayevna

2nd year master's students Denau Institute for Entrepreneurship and Pedagogy

Abstract:

the article analyzes the methods of teaching the vocabulary of the Russian language in the Uzbek school, talks about the linguistic base, taking into account the originality of the vocabulary of the studied language in comparison with the native language, the features of the functioning of the lexical means of the language.

Keywords: teaching methodology, national school, communicative competence, comparison, lexical means.

Introduction: Relevance articles. The cardinal transformations taking place in all spheres of society and in the education system cannot but affect the formation of a bilingual personality in the conditions of a national school designed to educate a graduate who would have all the communicative qualities of good speech: accuracy, clarity, correctness, expressiveness, purity, euphony, etc. The speech development of a bilingual student who is fluent in his native and non-native languages is becoming one of the main concepts for reforming the modern school system in the Republic of Uzbekistan.

Textbooks, teaching aids, dictionaries, reference books are used as auxiliary materials for teaching Russian as a foreign language. In the modern lesson, a large place is occupied by audiovisual materials, various visual aids, and technical equipment. Tables, pictures, films, computer presentations should be organically included in the structure of the lesson, help to introduce new material, consolidate it and control mastering. Modern teaching methods also play an important role.

The use of the game teaching method is an interesting and, according to many scientists, an effective method in organizing the educational activities of students; it is a promising innovation in recent years. Linguistic scientists, methodologists, and teachers have been and continue to study the issue of using the game method in foreign language classes. A number of scientists involved in the methodology of teaching foreign languages rightly draw attention to the effectiveness of using the game method. A significant number of scientific pedagogical, psychological and methodological works are devoted to the problem of using games in teaching a foreign language. And this is no coincidence, since the game is a special kind of cognitive activity that can serve as a method of learning to communicate in a foreign language, as well as rest during class.

Along with the communicative approach, it is customary to single out the conscious-comparative and conscious-practical approaches among the key methods [3]. The first approach lies in the possibility and use of the transfer of skills and competencies from the native language to the target language. The second approach involves the use of language competencies in practical speech activity.

It is important to understand that the use of the latest computer and IT technologies in teaching allows foreign students to learn how to efficiently and quickly find the correct up-to-date information in Russian presented on various information platforms, and then effectively use it in official communication.

An important indicator of the communicative competence of a bilingual personality is the richness of its lexicon, the ability to correctly and appropriately use independent and functional words in monologue and dialogic speech.

The traditional methodology was built mainly taking into account the peculiarities of the functioning of the word within the framework of individual sentences, despite the fact that schoolchildren were required to be able to create integral statements.

The word functions mainly in speech works - larger than a sentence, so that the text and the word, which have system-forming properties, should act as the main units of teaching foreign vocabulary. In this regard, considerable experience has been accumulated in domestic linguodidactics (S.A. Arefieva, M.T. Baranov, B.V. Belyaev, A.F. Boytsova, E.A. Bystrova, JI.V. Velichko, A.D. Deikina, T. K. Donskaya, V. F. Gabdulkhakov, K. Z. Zakiryanov, T. A. Ladyzhenskaya, J. I. M. Loseva, M. R. Lvov, T. M. Pakhnova, A. B. Prudnikova, L. G. Sayakhova, V. A. Sidorenkov, G. Ya. Solganik, L. Z. Shakirova, N. B. Ekba, etc.), but this has not yet become the property of teachers of Russian literature in the republic. Teachers feel an urgent need to develop a linguo-methodological technology for teaching significant words, taking into account their text-forming capabilities. In fact, they are aware that when conducting vocabulary work in Russian language lessons in a non-Russian school, one cannot limit oneself to interpreting the meanings of words that are subject to active assimilation in a particular class, but it is necessary to consider these meanings from the point of view of the possibilities of their implementation in different types of texts. It is the development of a text-centric approach in the study of lexical units and means of the Russian language that is very essential for the modern Chuvash school, especially since in it all disciplines are taught in Russian starting from the 5th grade and successful mastering the basics of science depends primarily on the level of development of bilingual children ability to build coherent sentences.

Mastering the skills of using Russian words by Uzbek students will be effective if it is provided:

- implementation of systemic and functional-semantic approaches in the study of lexical units of the language, taking into account their paradigmatic and syntagmatic connections and relationships;
- consistent observance of the text-oriented principle of teaching foreign language lexical categories, based on a component analysis of the meaning of the word;
- the introduction of significant words into the everyday life of students in accordance with their text-forming potentialities;
- gradual formation of lexical skills and abilities in schoolchildren through the use of speech exercises built on different types of texts.

In order to master the laws of the Russian lexicon in the Uzbek school, the following main provisions are considered.

Conclusion: When teaching bilingual adolescents the ability to create semantically and stylistically correct speech statements, it is necessary to use a series of lexical exercises that contribute to the formation of a sustainable interest in schoolchildren in the subject and the development of creative abilities.

When teaching bilingual adolescents the ability to create semantically and stylistically correct speech statements, it is necessary to use a series of lexical exercises that contribute to the formation of a sustainable interest in the school subject and the development of creative abilities.

competitiveness in the labor market also depends on this . In this regard, it is advisable to use effective, advanced and innovative methods in the process of teaching foreign students Russian as a foreign language. The correct selection and use of modern methods of teaching Russian as a foreign language affects the motivation of students, which plays a significant role in improving the effectiveness of teaching Russian as a foreign language in a foreign audience.

Bibliography

1. Андреев В.В. Язык: Внутренняя структура и функционирование /В.В. Андреев, А.С. Абрамов, Ю.Н. Исаев. Чебоксары: Изд-во ЧГУ, 1999. - 124 с.
2. Анисимов Г.А. Изучение межфразовых связей (Из опыт школ Чуваш. АССР) //Русский язык в национальной школе. 1976. - №4. - С.25 - 30.
3. Аркадьева Э.В., Горбаневская Г.В., Давыдова Е.Г. и др. Когда не помогают словари: практическая лексика современного русского языка. — М., 1997.-202 с.
4. Бабанский Ю.К. Методы обучения в современной общеобразовательной школе. М.: Просвещение, 1985. - 208 с.
5. Дейкина А.Д. Методика изучения лексики в 4 6 классах с учетом межпредметных связей. — Дис . канд. пед. наук. — М., 1979. — 202 с.
6. Единый лексический минимум русского языка для национальной школы. М.: НИИ ПРЯНИШ, 1980. - 730 с.