



VOCABULARY AND PHRASEOLOGICAL WORK AND ITS ROLE IN THE EDUCATIONAL PROCESS

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ABSTRACT

This article talks about the role of vocabulary work in literature lessons, and the development of students' speech culture. About the borrowing of words from the Russian language by the Uzbek people, about the phraseological stock of words. How vocabulary work becomes a means of education and patriotism.

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Vocabulary work expands the vocabulary and phraseological stock and enriches students' knowledge of reality, because the word always correlates with its realities (phenomena, objects).

Vocabulary work is the main thing that makes up the specifics of reading as an academic subject in Russian in schools with a national language of instruction, the foundation on the basis of which it is possible to carry out the tasks of speech development. Vocabulary work creates the basis for the possibility of language proficiency in a variety of conditions (listening, speaking, reading, writing).

Various types of speech practice are built on the basis of vocabulary and phraseological preparation for them. All stages of work on a literary theme are permeated with vocabulary work and only in this way become effective.

Vocabulary work, activating the lexical and phraseological stock, enriches the content of speech, and, consequently, the thoughts of students.

Vocabulary work contributes to the growth of the need for increasingly complex (by class) speech practice. The latter is conceived as a system of vocabulary exercises that lead the student to active possession of vocabulary and phraseology in coherent speech, up to such a complex form as creative compositions.

Dictionary work inevitably becomes work on the development of a culture of speech, as it equips with the ability to select lexical material consciously, use its expressive power, and convey in a word one's personal attitude to the subject of speech.

Of particular importance is vocabulary work in the study of texts of fiction. Here, through the word, the student's personality is formed, genuine Russian language skills are created, and the great moral and aesthetic values of the Russian people are revealed.

Vocabulary work is not some moment of the lesson, an additional part of it. It is the basis for the study of Russian literature, providing an analysis of the work in the unity of its content and form (language).

Under the conditions of the national school, vocabulary work also becomes one of the means of international education. With the expansion of the vocabulary of students, a significant number of words are revealed, borrowed by the Uzbek people from the Russian language and through the Russian language: constitution, republic, factory, institute, newspaper, theater and others - a factor that allows the teacher to emphasize the rapprochement of the cultures of the two nations.

The long-term connection of the two peoples is realized by students when they meet with Russian vocabulary in the vocabulary of the Uzbek language and Uzbek in Russian (soldier, steam locomotive, director and others - in the Uzbek language ditch, watermelon, melon, aksakal, dekhkanin, mirab and others - in Russian).

When students get acquainted with Russian vocabulary, which are included in the languages of the peoples of the world, they will perceive this as an indicator of the world's recognition of the leading role of Russia in the development of human society, science and

culture (Lunnik, Sputnik, drummer and others).

Vocabulary work becomes at school and a means of educating patriotism.

Russian literature opens up a new world of ideas, images and feelings to people. It is very important to open to students those aspects of the Russian language dictionary that are associated with the great achievements of modern society, and thereby fill the word with vital content (brotherhood, peace, friendship, equality, people, and so on).

Vocabulary work opens the way for students to self-education through independent reading of literature in Russian.

Such are the meaning, tasks and possibilities of vocabulary work in the study of Russian literature. We have more opportunities for vocabulary work in reading lessons than in grammar lessons, where the word appears primarily within the framework of one sentence, is devoid of capacity, is not given in certain situations, and therefore has no vital content, does not cause associative connections - the source of human emotional experiences. The task of vocabulary work is common for grammar and reading lessons. However, it should be emphasized its deeper nature in reading lessons.

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