



## ENRICHMENT OF THE LEXICAL STOCK OF PRIMARY SCHOOLCHILDREN THROUGH THE USE OF LINGUISTIC DICTIONARIES

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### ABSTRACT

*The article explores the educational process associated with the enrichment of the lexical stock of primary schoolchildren based on the use of linguistic dictionaries in the lessons of the English language.*

Younger school age is a sensitive period for the child to assimilate certain cultural values. The enrichment of the child's lexical stock as one of the indicators of the overall development of his personality, along with the development of moral, spiritual, intellectual, is a way of introducing into culture, a condition for self-development, the ability to communicate, learn new things, and absorb cultural values. In addition, speech ability is fundamental to any human activity.

The work to enrich the vocabulary of primary schoolchildren is carried out in all lessons in elementary school, but the lessons of the English language play a leading role, so the teacher needs to make these lessons interesting and accessible to children.

The problem of the formation of the speech activity of primary school students has always been given special attention. At present, general trends in enriching the vocabulary of primary schoolchildren have been established, problems of speech

development have been identified, possible ways of forming the language competence of schoolchildren have been identified, an analysis of the monological and dialogical forms of speech utilization has been carried out, psychological features of the formation of oral and written speech of younger schoolchildren have been identified.

The English language program for elementary schools defines the range of speech abilities and skills of primary school students, which should be formed over four years of study in the study of phonetics, grammar, spelling and the development of speech. Entering school, children speak conversational and everyday speech, but their vocabulary is often poor, insufficient to express all the ideas and concepts that they receive in the process of schooling. The assimilation of a huge vocabulary cannot occur spontaneously.

One of the most important tasks in the development of speech at school is to



organize vocabulary work, highlight its main directions and justify them, and manage the process of enriching the vocabulary of students. It is also necessary to consider that the child can understand words and expressions, but not use them in his speech.

Great importance in the enrichment system of the lexical stock of younger schoolchildren in the English language lessons is the work on the word: its meaning, use, ability to enter into synonymous and antonymic relationships, combined with other words. Of particular interest, from this point of view, is the work with linguistic dictionaries.

Meanwhile, work with dictionaries at school is carried out, as a rule, sporadically, from case to case. Even when referring to dictionaries, students do not always take due account of all the information about a word that can be found in a dictionary entry. Usually they are only interested in meaning, but it is also necessary to know the semantic and stylistic characteristics of the word. Without knowing the meaning, function of a word in speech, the student will not be able to accurately use it in his speech, even with a good knowledge of grammar. Recognizing the importance of linguistic dictionaries for enriching the vocabulary of primary school students, we should strive to make dictionaries constant companions of the student in his work in the English language and reading lessons, to ensure that the use of the dictionary becomes a need for the student.

So, one of the main indicators of the student's mental and speech development is the wealth of his vocabulary, the ability to correctly, coherently and emotionally express his thoughts. The richer the student's active vocabulary, the more meaningful and colorful his oral and written speech. To achieve fluency in the language, it is necessary to enrich the vocabulary during training,

including through the effective use of linguistic dictionaries in the lessons of the English language.

From the above it follows that the work on enriching the vocabulary of primary schoolchildren based on the use of linguistic dictionaries is an urgent problem.

In the process of teaching the English language in primary school, a contradiction arises between the need to enrich the students' vocabulary with the help of linguistic dictionaries and the inadequate methodological base for their application to the initial stage of education. Based on the revealed and formulated contradiction, the research problem is determined: identifying the methodological foundations of the vocabulary replenishment system for primary schoolchildren using linguistic dictionaries, which contributes to the comprehensive development and enrichment of speech in primary school students.

The working hypothesis of the study is that the work to enrich the vocabulary of primary school students through the use of linguistic dictionaries will be more effective under the following conditions:

- the creation of a methodological system that takes into account the psychological patterns of enriching the lexical stock of primary schoolchildren using linguistic dictionaries;
- the use of a special system of exercises and methodological techniques that can effectively solve the problems of enriching the vocabulary, raising attention to the word, the diversity of its meanings and functions;
- compliance with the phased system of exercises, taking into account the continuity between elementary school and middle management.

To achieve the goal and implement the working hypothesis, the following tasks were set:



1) to characterize the variety of linguistic dictionaries of the Russian language, features and methods of working with them in elementary school;

2) to study the learning process of primary school students in the aspect of the problem being studied and to determine the level of their lexical stock based on the use of linguistic dictionaries;

3) to develop a methodology that enriches the vocabulary of primary schoolchildren based on the use of linguistic dictionaries of the Russian language, and experimentally verify its effectiveness.

To implement the tasks used the following research methods:

1) theoretical - analysis, synthesis, induction, deduction, modeling;

2) empirical - observation, comparison, fixation, conversation, pedagogical experiment (ascertaining, formative, control);

3) mathematical methods of information processing - quantitative and qualitative analysis of experimental data.

The methodological basis of the study was the provisions of philosophy on the dialectical connection of language and thinking, on language as a means of communication and expression of thought, the unity of theory and practice, the fundamental principles of linguistics, pedagogy and psychology.

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