

REPLENISHMENT OF THE VOCABULARY METHOD OF STUDENTS IN THE PROCESS OF TEACHING THE RUSSIAN LANGUAGE ON A COMMUNICATIVE BASIS

Shashenkova Alina

Student of Belgorod State National Research University, Russia, Belgorod

Buzina Evgeniya

научный руководитель, Scientific adviser, Associate Professor, Belgorod State National Research University, Russia, Belgorod

ПОПОЛНЕНИЕ ЛЕКСИКИ СТУДЕНТОВ В ПРОЦЕССЕ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ НА КОММУНИКАТИВНОЙ ОСНОВЕ

Шашенкова Алина Артуровна

студент, Белгородский государственный национальный исследовательский университет, РФ, г. Белгород

Бузина Евгения Игоревна

научный руководитель, доцент, Белгородский государственный национальный исследовательский университет, РФ, г. Белгород

Аннотация. На данный момент речь учащихся является скудной, однообразной и невыразительной. Без его пополнения ученики плохо усваивают материал, который дается на уроках русского языка. Дети не способны улавливать основную мысль заданий и произведений. Они некачественно выполняют домашнее задание. От этого возникают проблемы в коммуникации и социализации. В статье рассматриваются методы пополнения словарного запаса учащихся на уроках русского языка.

Abstract. At the moment, students' speech is meager, monotonous and inexpressive. Without its replenishment, students poorly absorb the material that is given in Russian language lessons. Children are not able to capture the main idea of tasks and works. They don't do their homework well. This creates problems in communication and socialization. The article discusses the methods of replenishing the vocabulary of students in the Russian language lessons.

Ключевые слова: словарный запас, речь, русский язык, логичность, методы работы, обогащение речи.

Keywords: vocabulary, speech, Russian language, consistency, working methods, speech enrichment.

The relevance of the article lies in the fact that a rich vocabulary is an important element in the formation of literate speech in children, especially at the age of middle school age. A large vocabulary is an indispensable assistant in the assimilation of grammatical material in the lessons of the Russian language, it helps to better, better and faster perceive the information offered by the teacher.

A student with a rich vocabulary better understands the program material, the essence of the works studied in the lessons of the Russian language and literature. It takes less time for the correct, accurate execution of tasks. Such a child is able to express his thoughts clearly and not waste time conveying them to another person.

The effectiveness of teaching the Russian language depends on the conduct of vocabulary work in the classroom. The main task of the teacher in working in this direction is as follows: to direct the attention of students to words that are especially difficult for them to learn, which are unfamiliar to them, but at the same time can often be found in educational and fiction literature.

When working aimed at enriching the vocabulary, it must be taken into account that the student should also develop the communicative side of speech.

Communication is the process of transferring information and emotions from one person or group to another person or group of people, which is carried out due to the student's possession of lexical units.

Communication skills include a number of skills that a student in high school must master:

- 1) clear, coherent speech;
- 2) the ability to clearly express their thoughts and emotions;
- 3) understanding of non-verbal signals (eyes, facial expressions, pantomimes);
- 4) the manifestation of empathy for the interlocutor;
- 5) the ability to listen to the interlocutor;
- 6) ability to work in a team;
- 7) knowledge of the rules of decency and behavior in society;
- 8) the ability to build a constructive dialogue [Bystrova 2004: 36].

The principle of the communicative orientation of teaching the Russian language is a method of teaching students' communication skills. Therefore, it is very important for the teacher to include in the development of each lesson such types of speech activities as listening, speaking, reading, writing.

As a rule, in high school much attention is paid to the study of types of speech, style, without which the text or speech will not fully possess linguistic features. Generally speaking, text, language and speech are the basic units of speech concepts.

The development of communicative competence is one of the main tasks in each lesson. At the same time, the teacher should understand that the formation of communicative competence is a rather complicated process. It requires the ability of the teacher not only to select independently exercises for each lesson to enrich the vocabulary of students, but also the ability to take into account the individual characteristics of the class and each student. The formation of communicative competence involves the mastery of various types of speech activity in different areas of communication on the basis of speech knowledge, the formation of a communicative culture of students [Bystrova 2004: 31].

The main forms and methods in the Russian language lessons for the formation of communicative

competence are the use of projects, role-playing games, brainstorming, group and pair forms of work, which we pay the most attention to in our practical part of the study.

One of the most important conditions for organizing vocabulary work is regularity. Work with the dictionary must also be included in the literature, in the lessons of learning the native language. This will be a way to enrich the vocabulary of students, a way to use words correctly.

Vocabulary work is "a systematic, well-structured, methodically organized work that includes all sections of the Russian language course" [Lvov 2008: 112].

The goals of conducting vocabulary work in Russian language lessons are as follows:

- 1) an increase in the units of the child's vocabulary, its qualitative use in everyday life;
- 2) the ability to use already familiar and new words in speech;
- 3) use vocabulary taking into account the communicative situation, the ability to select lexical units, taking into account the situation of communication.

The main tasks of the teacher in the Russian language lessons in the work aimed at enriching the vocabulary of students are the following:

- 1) expansion of the active vocabulary of students, while it is necessary not to forget about their age and individual characteristics;
- 2) development of the ability to use words in speech in accordance with their lexical meaning, without making mistakes, and also take into account the communicative situation;
- 3) the elimination from the speech of learners of words that belong to the category of non-literary, dialect-colloquial, archaic, that is, currently obsolete [Lvov 2008: 113-114].

In accordance with the goals and objectives, the teacher faces quite serious problems related to the methodological aspect. The most significant of them:

1. Selection of material for vocabulary work at Russian language lessons in grades 5-9;
2. The sequence of inclusion in school use of various groups of words;
3. Selection of methods and techniques for revealing the lexical meaning of various words;
4. A system of methodological methods and techniques that will be aimed at enriching the vocabulary on a communicative basis of secondary school students.

To increase the number of known words in the child's stock, mainly memorization of new words is used, which allows them to be fixed in speech. The qualitative use of existing words consists of several elements:

1. Clarification of the meaning of words, study and assimilation of the scope of their use;
2. Replacing non-literary, vernacular words with the help of commonly used synonyms that help improve the quality of speech;
3. Selection of lexical units, taking into account the communicative situation.

Work to improve the quality and quantity of vocabulary should be carried out in close connection [Baranov 2008: 78].

Each student already has a formed vocabulary, which is divided into categories of words: passive and active. Active vocabulary is the words that the child uses constantly in speech and writing. That is, the student owns this word. It correlates the concept, semantics, scope of the word.

Passive vocabulary - these are words that a child recognizes by ear, he knows their meaning, but does not use them in speech and writing. The passive vocabulary most often exceeds the active one by several times [Baranov 2008: 78-79].

The most common source from which children can receive new words and areas of their use is fiction, which is included in the school reading circle and chosen by the child independently. Also, the vocabulary of students replenishes due to the speech of adults at home and at school. All these sources can be controlled and organized in the right direction.

It is effective for independent reading from grades 5 to 11 to give children assessment to do vocabulary work. Such work is especially necessary when studying works or excerpts from ancient Russian literature and literature of the 19th century.

Thus, vocabulary enrichment in Russian language lessons is an integral part of the learning process. In grades 5-9, it is especially important to pay attention to the development of vocabulary, both active and passive. It is at this age that the formation of students' speech takes place, which must be literate and clear. The teacher in this case should help his students. To do this, he needs to systematically and expediently conduct vocabulary work in the lessons of the Russian language and literature.

The sources of vocabulary enrichment at school are primarily fiction and educational literature, peers, teachers and parents.

One of the important conditions for enriching the vocabulary is the ability to use books, articles, etc.

There are no separate lessons for enriching vocabulary in the Russian language program. Such work can be carried out by the teacher independently at each lesson, while we should not forget that the work should also be aimed at developing the communicative competence of students. Thus, the choice of methods and techniques that the teacher uses in the lesson falls entirely on him and must take into account the requirements described above. Therefore, it is necessary to choose very carefully what kind of work he will carry out in accordance with the topic under study.

To organize lessons on a communicative basis, it is necessary to take into account the fact that in the lesson the teacher must create a speech situation that will require children to realize their thoughts in speech.

In such lessons, it becomes possible not only to develop students' coherent speech, but the teacher will be able to teach children to use their vocabulary in practice.

One of the forms of work in such lessons is group work. It allows you to increase the level of knowledge, the ability to work in a team, listen to the opinion of the interlocutor, make decisions that affect not only one child, but also the group as a whole.

We have considered various methods and techniques aimed at enriching the vocabulary, while developing communicative competence. Of these, we have identified the most effective.

Tasks aimed at enriching vocabulary on a communicative basis are divided into several groups:

- 1) direct replenishment of the child's vocabulary;
- 2) the formation of the grammatical structure of the language;
- 3) development of an understanding of the logic of constructing a text, independent compilation of a speech statement, taking into account the interlocutor, the speech situation [Lvov 2008: 117-118].

We have identified the following methods and techniques on a communicative basis, aimed at replenishing the vocabulary of students in grade 5:

- 1) Work on compiling dictionaries. This includes exercises such as making a list of words that

belong to a thematic group. If among them there are unfamiliar words, then they must be explained using a dictionary. The dictionary is compiled in pairs or groups;

2) Selection of phraseological units that use proper names or sense organs, etc. Be sure to explain their meaning and come up with a situation in which you can use these phraseological units. Work can be carried out both in pairs and individually;

3) Composing words from a longer word. For example, from the word "reinforced concrete" to make as many new words as possible.

4) Linguistic tasks with phraseological units. They like to include such tasks in the Olympiads. The beginning and end of the phraseological unit are located in two columns, the student needs to connect them correctly, explain the meaning, make a sentence in which it would be advisable to use this phraseological unit.

5) Another example of such tasks can be the correlation of a phraseological unit with its meaning, to come up with a situation in which this phraseological unit can be used.

Down in the mouth	It's been a long time
Like a fish in water	You won't get through anything
Get water in your mouth	Full similarity
As two drops of water	Keep quiet
Like water off a duck's back	With a sad face

You can offer children a task with the selection of phraseological units of synonyms and antonyms, which is also a rather difficult, but interesting task for them. Often difficulties arise in the interpretation of phraseological units, which shows a low level of speech development.

6) Drawing up clusters in groups. A cluster is "a graphic form of organizing information, when the main semantic units are singled out, which are fixed in the form of a diagram with the designation of all the links between them. It is an image that contributes to the systematization and generalization of educational material"

7) Compilation of oral and written stories on various topics using unfamiliar, new words, the meaning of which must be clarified in a dictionary;

8) Correction of errors in the text by ear. The teacher reads the text to the students, in which they must find lexical errors and correct them [Bystrova 2009: 54].

You can take any text to compose a cluster in the lesson. Let's take the following text as an example:

The living nature of the Earth is divided into five kingdoms: bacteria, protozoa, fungi, plants and animals. Kingdoms, in turn, are divided into types.

There are 10 types of animals: sponges, bryozoans, worms, coelenterates, arthropods, mollusks, echinoderms and chordates. Chordates are the most progressive type of animal. They are united by the presence of a chord - the primary skeletal axis. The most highly developed chordates are grouped into the vertebrate subphylum. Their notochord is transformed into a spine. Types are divided into classes. In total, there are 5 classes of vertebrates: fish, amphibians, birds, reptiles (reptiles) and mammals (animals). Mammals are the most highly organized of all vertebrates.

It is most advisable to take such a text about parts of speech, types of speech or styles of speech, depending on the age and individual characteristics of the students.

9) Another type of task is the reverse text. Children are offered a text with a violation of the chronological sequence of events. Their task in groups or pairs is to arrange the sentences in the text in order and retell it.

10) To these words of a certain part of speech, choose synonyms:

Driver (chauffeur);

Break (intermission);

Locker room (cloakroom);

Surgeon);

Road (highway);

A set of furniture (set);

Main city (capital) or Moscow (capital).

11) Choose as many synonyms for the word as possible. First, synonyms should be selected without the help of dictionaries, and then refer to the dictionary, discussing the stylistic shades of meaning.

12) Work with the etymological dictionary. This type of work should be carried out using dictionaries in pairs. Consider the origin of words that are difficult to parse from the composition or the origin of which does not lend itself to the usual rules: pig - pork, cow - beef.

Thus, work on vocabulary enrichment on a communicative basis can be very diverse. Each teacher chooses methods and techniques in accordance with the topic being studied, the age and developmental level of the students. The work on enriching the vocabulary should be systematic and organized, aimed at the formation of the communicative competence of each child.

The teacher needs to pay special attention to those methods and techniques on a communicative basis, which he selects for the class, taking into account the age and individual characteristics of the students.

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