



WORKING ON VOCABULARY IN ELEMENTARY SCHOOL NATIVE LANGUAGE AND READING EDUCATION CLASSES

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ABSTRACT

In this article, in the classes of mother tongue and reading literacy, the formation of correct, fast, and conscious reading skills in the student, by working on the vocabulary, they are raised from an ordinary book reader to the level of a creative reader who thinks deeply. By reading, it is meant to expand the knowledge about the surrounding world, to enrich their worldview, to read and understand the text of any style, and to acquire the skills of critical and creative thinking.

KEYWORDS

Speech, speech culture, elementary school, students, methodology, native language reading literacy, vocabulary.

INTRODUCTION

2022- Decree No. F-22 dated February 3, 2018 "On additional measures to reform the public education system" was adopted.

In today's educational system, in order to ensure the implementation of this decree, issues aimed at improving the knowledge and thinking of primary school students are finding their solution. It is precisely in our research that the problems of forming creative thinking of elementary school students are studied.

This article focuses on the formation of students' creative thinking on the basis of improving the ways of working on the vocabulary in primary grade mother tongue and reading literacy classes.

One of the main types of work for students is to work on an artistic text. The word "text" is presented in the form of "text" in most literature. "Text" is derived from the Latin word "texus" which means "weave". It is one of the most complex objects of text-linguistic research. In the description of this concept, it should be derived



from the symbols common to all texts. Such signs include:

1. Information in written form;
2. The text has its own completeness in terms of content;
3. The text evokes a certain attitude in the reader.

The main stage of reading lessons in primary grades is to prepare students to understand the text, to read correctly, consciously, expressively, to perceive and to express their attitude about what they read. In order to achieve such results, the texts given to primary school students must meet several requirements and conditions.

Based on the above aspects, we can list the following as requirements for texts given to primary school students:

The content of the text is selected based on the age characteristics of the primary school student. The content of lessons given to primary school students should be appropriate for the age and thinking of the children. Only then will the student understand the text well and be able to work on it freely. Reading and analyzing a text that is not suitable for his age creates a number of difficulties for the student.

The words used in the text and their meanings should be understandable to children. Choosing a text for young children, creating suitable texts, fairy tales, stories, poems is a very responsible process. In this process, it is necessary to pay special attention to each word. That is, the words should be understandable to the student, the words he uses or similar words. In the process of using words with a difficult meaning, the meaning of that word should be explained.

The characters in the text leave a good impression on the mind of the reader. The events in the text, the characters participating in it, should leave a good

impression on the mind of the reader. Because young children want to be like heroes in fairy tales and stories, take their example. Negative characters will always have negative thoughts in their minds.

The text is selected based on child psychology. It is appropriate to choose or create texts based on the psychology of students. The events in the text may be close to the student's life, and the characters may resemble children.

In the text, use pictures, proverbs, proverbs suitable for the youth of elementary school students. The use of pictures, proverbs, and proverbs suitable for elementary school students in the text will have a good effect. If a child's imagination about the environment develops through pictures, the skills of drawing conclusions through proverbs and proverbs will further develop. For example, labor is pleasure, mother and child, flower and tulip.

The selected text should be compatible with the national mentality and embody worldly knowledge. In the process of teaching primary school students, we should pay attention to the fact that the selected text corresponds to our nationality. Enriched texts on the basis of our national values and traditions, loyalty to the motherland and love for the family are formed and developed in students. The embodiment of worldly knowledge in the text, in turn, causes the child to have concepts and imaginations from different directions.

The sequence of events in the text is selected from events close to the students' lives. If the sequence of events and events in the text is chosen from realities that are close to the student's life, the interest of the elementary school student will be stronger in relation to this text. A similar incident happened to me, so it comes to the conclusion that I was right or wrong at that time.



The size of the text should be suitable for elementary school students. This requirement is one of the most important requirements. Because reading texts that are not suitable for his age is psychologically and physiologically difficult for a primary school student. Symptoms of fatigue may be observed in the child. Therefore, the size of the text should be suitable for the age of the student.

In the process of choosing and giving texts to elementary school students, following several requirements listed above will increase students' interest in the text, mother tongue and reading literacy, acquire more knowledge, and express their own opinions freely. helps to explain, increase vocabulary and develop creative thinking.

The primary focus in teaching mother tongue and reading literacy is to develop four language skills: reading comprehension, listening comprehension, speaking and writing, and grammatical literacy. In the process of education, it is important to develop creative and critical thinking and the scope of thinking by teaching students to observe, understand, compare, analyze and synthesize events.

The primary education system serves as a foundation for the improvement and development of the above qualities. Using and working with a variety of texts in the primary grades can help students develop a number of positive qualities. These are:

- enriches children's imagination about the environment;
- develops creative thinking;
- has a critical approach to reality;
- develops the student's competence;
- by working on the text, the student's speech grows;
- evaluates the actions of the heroes of the work;

- teaches to determine the connection between the events of the work;
- learns to read correctly, fluently and expressively;
- the qualities of analysis, generalization, and conclusion are improved.

80-90 points per minute on the knowledge, skills and competences that students must acquire in the 1st-4th grades of primary education in the subjects of Mother Language and Reading being able to read words, pronounce letters correctly, read words correctly, read fluently and figuratively, observing the tone of the sentence, reflect the punctuation marks in the sentence in pronunciation, count and requirements such as correct use of separation tones, observance of word accents, observance of tone, correct pronunciation of scientific terms and symbols .

To be able to read and retell a 4-5 page text in 10 minutes in terms of the ability to understand the content of the text and the opinion of others. Oral speech should be correct, fluent, clear, understandable and effective. ; fluency of monologic speech; to be effective, consistent, and logical in dialogic speech, and to write a dictation of 75-80 words in the formation of written speech skills. Avoid spelling mistakes; logical consistency of the creative text; the accuracy of the comments made; the requirements for the correct and accurate presentation of dictionaries are indicated.

When creating a text consisting of 5-6 sentences (on the basis of a topic related to the need for thought) based on the skill of expressing an opinion in written form, the content of the sentences in the text is connected within the framework of the indicated topic; write letters and punctuation marks correctly; correct placement of lines in the calligraphy; correct spacing between words; use of language means of expression in the image; avoiding repetition of words in the text and being able to use synonyms; ensuring



the integrity of letterheads and consistency of thought in the text; requirements such as the ability to use related words are set.

At the end of primary education, students are required to memorize at least 20 short poems. In primary grades, students acquire the concept of the Motherland in terms of man and society, the material and spiritual needs of a person in the field of education; to understand the concept of the state, the symbolic signs of the state, the feeling of the Motherland; Knowing the population and national structure of Uzbekistan; to know the great dates in the life of the country; knowledge of etiquette and dress code; know how to keep a house; it is indicated that they must acquire knowledge, skills and qualifications such as being able to show courtesy to guests and others. Of course, these requirements require clarity of language, words, speech, thoughts, and thinking in elementary school students. At the same time, at the stage of primary education, leading the child to the wide world of knowledge, developing his attitude to reading, completing educational tasks, etc., are the basis for forming speech culture in them.

Any type of creativity cannot be imagined without creative thinking. Creative thinking is studied by heuristics (Latin "evrica" - I find, I discover). Heuristics deals with methods and laws of organizing creative activity and creative process. Heuristics has its roots in ancient Greek philosophy. From ancient times, Greek scientists, and later our thinking ancestors, encouraged people to think, to be creative, and to be creative. Heuristics is a branch of science closely related to psychology, physiology of higher nervous activity, and cybernetics. When a person searches for the answer to a certain question, solves the tasks, new judgments and concepts appear in his mind, creative thinking begins to appear in such cases. In the creative process, qualitatively new material or spiritual value is

created. Innovation is the creation of something new that did not exist before. This news should be important not only for the creator, but also for others. Creative thinking is a complex mental process that consists of several stages. Depending on the complexity of the question posed in creative thinking, first the task is expressed, then the process of solving the task, the problem, that is, the process of searching for answers to the posed questions, begins.

As in other subjects, proper organization of mother tongue and reading education classes increases the effectiveness of reading and is another way to develop creative thinking.

In primary grades, in the mother tongue and reading education classes, it will be effective if vocabulary work is conducted on the unfamiliar words encountered in the read text in order to develop creative thinking. This requires that both theoretical and practical knowledge about lexicology be imparted in primary grades.

We know that synonymous words (synonyms) are words expressing a common concept (meaning) with different pronunciation and spelling. Synonyms differ from each other in terms of additional meaning, emotional color, and application. Synonyms enrich the language from the lexical side, so it is very important to work with such words. The more synonyms there are in the student's dictionary, the more expressive it is. Therefore, working on the vocabulary of a primary school student gives effective results in the development of creative thinking.

Knowledge of lexicology is necessary for vocabulary work at school (conducting various exercises on synonyms and antonyms, working on ambiguous words, their meaning colors). It is very important to organize.

Enriching the students' vocabulary is not an easy phenomenon that can be achieved by interpreting and



explaining the meaning of words. For this purpose, it is envisaged that the methods of working on the dictionary will be carried out based on the students' research, and exercises will be carried out on the use of the words whose meaning is explained in the speech.

Introducing meaningful words found in students' speech prepares them for the speech process.

Therefore, one of the important tasks facing the methodology of the native language is to interpret the meanings of words, to find synonyms, antonyms, homonyms, homonyms from the text, or to find synonyms of certain words, and to develop tasks and methods of execution.

The assignment should be aimed at developing students' skills in interpreting word meanings and using them in speech. Tasks can also be as follows: students find explanations of unfamiliar words in different texts from the dictionary, and then use this explanation to support them in another sentence.

It is extremely important to increase students' level of thinking, consciousness, and worldviews to turn them into free participants who think independently. Independent work on synonyms encourages the student to think, determine and understand the meaning of a word in relation to other words in a sentence and text, compare the meanings of words, summarize and draw conclusions. Students can find synonyms for a word only if they know its meaning.

For example, in the vocabulary work performed through the poem "Potter" given in the 3rd grade

textbook, students are practically introduced to synonyms. The student will have preliminary information about meaningful words.

At the same time, they can use the following didactic game during the lesson: "Who knows the most words". This game helps to increase vocabulary of students. For this, the class is divided into two groups, and students of the first group are asked to write on the board words that begin and end with the same vowel, and the second group is instructed to write words that begin with the same consonant and end with the same consonant. For example: the first group can write words like "two", "lullaby", "owl", and the second group can write "interesting", "box". According to the condition of the game, students in groups fulfill the condition in turn. The group that stops writing without finding words is considered the loser.

If the teacher teaches how to use the synonyms of the words in the text, the students will learn the language in a practical way.

When studying synonyms, it is also worked on the basis of the text of the exercise. The use of educational games, such as the following, in monitoring students' mastery of meaningful words lays the groundwork for strengthening acquired knowledge, skills and abilities:

Match the words with the same meaning game. This game can also be organized while working on the poem "The Potter" in the 3rd grade Mother Tongue and Reading Literacy textbook. Find synonyms for the highlighted words.


benefits	hardness	thesame
fame	same	difficulness
resemble	famous	benefits
effort	needful	reputation





It is known that elementary school students find it difficult to express their personal reactions to the events of the play, their impressions, and their thoughts about the heroes of the play. The analysis of works organized on the basis of questions has a great opportunity to teach this. For example, in the 2nd grade, during the reading of the fairy tale "Good comes after good", working on the following questions will increase the students' interest:

1. Determine the type of text.


- A) Story
- B) A fairy tale
- C) Scientific-popular article
- D) Poetry

Which fairy tale character do you think is interesting? 

2. Which of the fairy tale characters do you approve of? Whose character and behavior did you not like? 

3. Have you met such people in your life? 

4. Read the title of the fairy tale carefully. What other title can you put? Write your opinion. _____

5. Why is the author not mentioned in this fairy tale? 

6. Read the story with all your attention. Mark the words you don't understand. Look up obscure words in a dictionary or ask an adult. Write the meaning of the unclear words. Find a synonym for the word "double".

- A) Additional

B) Two

C) Several

D) Row

Choose the correct answer for the word "Avj".

A) High point

B) Last place

C) Excellent

D) Perfect

Define the meaning of the word "row".

A) Row

B) High point

C) Two

D) Action

Choose the answer that matches the word "identity".

A) Palace staff

B) Officials

C) Servants

D) Minister


Choose the word that has the same meaning as "what".

A) What

B) Why


C) For what reason


D) Any


7. Write down the main idea of this fairy tale. 


8. Carefully read the questions at the end of the story and try to answer them using the story.





a) a) What kind of competition is being held in Khorezm? 


b) b) Why did the peasant boy want to participate in the competition? 


c) c) Why do you think the farmer wanted to buy a pair of oxen instead of a house, food, clothes or a horse and cart?  _____

d) d) Did the words about evil and the words about good have the same meaning? Give your opinion.  _____

e) e) Why did the king reward the peasant boy?  _____

8. 8. Write the main characters in the fairy tale and give them their characteristics. 

9. 9. Which aspect of the fairy tale made a big impression on you?  _____

10. Express your opinion on the read fairy tale.  _____

Task on a fairy tale

Task 1. Read the text of the fairy tale slowly, in a low voice. Mark the place where you are studying with the teacher's cue.

Task 2. What features of a folk tale can be found in this part of the text:

- a) sorcery;
- b) finding and using the word;
- c) correctness.

Task 3. Prepare to read the story aloud. Share your thoughts on this story with others.

It is advisable to work on synonyms, starting with students identifying synonyms in the exercise text and explaining the proximity between meanings, then

organizing it on the basis of various educational games, and ending with activities aimed at developing connected speech. and gives effective results.

At the same time, exercises organized on synonyms serve to enrich students' vocabulary.

In addition, in the development of students' creative thinking, the teacher should pay attention to the following in addition to vocabulary work:

- implementation of the principle of individuality in education;
- giving students more creative tasks;
- use of the most advanced methods of developing creative thinking in education;
- organizing more problem classes;
- to create an opportunity for students to express their independent opinions freely.

In short, the use of dictionary work forms and develops students' quick thinking, free creative communication skills, and creative thinking. The student has a desire to learn quickly, to think concisely and quickly, to immediately demonstrate his knowledge and skills, and his confidence in his knowledge increases. In short, vocabulary work turns the student into a subject of the educational process. Dictionary work teaches the student to work actively, to think quickly, to express thoughts clearly and concisely. This effect is the same today. Working with meaningful words in students' native language and reading literacy classes has a good effect in forming the skills of understanding and understanding the text, and in improving reading literacy. In this process, the cooperation of teachers and parents is of great service to increase the efficiency of education, to form the knowledge and skills of students, and to educate students who will adequately



protect the honor of our country in international studies.

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