

IMPROVING THE ACTIVATION OF SYNONYMS IN PRIMARY SCHOOL STUDENTS' SPEECH

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Abstract:

This article analyzes the process of improving the model of the activation of meaningful words in the speech of students of junior school age. Students' lack of vocabulary, lack of knowledge of the dictionary meaning of a word in their mother tongue, and lack of concepts about a series of words with the same meaning cause problems like the above. Taking into account that this period is the main stage for students to form a linguistic personality and learn to communicate with others from the primary education age, it is believed that it is necessary to pay attention to increasing the vocabulary of primary school students and teaching them to distinguish the meanings of words from this period.

Keywords: primary education, synonyms, vocabulary, word meanings, modern technologies, analysis, stepwise feature, modeling, synthesis, integrated vision, classification, design, comparison, grouping.

Introduction

Today, in the context of the modernization of general secondary schools, the problems of attracting young schoolchildren to learn their mother tongue and forming the culture of oral and written speech remain urgent. Most of the students of primary school age have difficulty in choosing the appropriate word from the range of meaningful words to compose a sentence in their mother tongue, to express their thoughts and feelings. The main reason for this is the lack of competence in language use among elementary school students, lack of knowledge of the dictionary meaning of words, and lack of concepts about the series of meaningful words. Students' lack of vocabulary, lack of knowledge of the dictionary meaning of a word in their mother tongue, and lack of concepts about a series of words with the same meaning cause problems like the above. Taking into account that this period is the main stage for forming a linguistic personality and teaching students to communicate with others from the primary education age, it is necessary to pay attention to increasing the vocabulary of primary school students and teaching them to differentiate between the meanings of words. Deepening the understanding of the meaning of synonyms, clarifying the relationship between words allows students to understand the concepts of objects, actions and symbols, and their different names express different meanings. Since the lexical wealth of each language is defined mainly by synonyms, the ability of students to freely use synonyms in oral and written speech is an indicator of a high level of mastery of the mother tongue. However, it will not be easy for a primary school student to acquire such skills and competences. Many studies and literature on improving the teaching of the mother tongue show that synonyms are a means of filling the vocabulary not only of elementary school students, but also of all language speakers. The technological approach to the activation of meaningful words in the speech of primary school



students requires the primary school teacher not to acquire separate knowledge and skills of the native language and speech communication, but to master them in a holistic manner. In connection with this requirement, the system of selection of specific new methods for teaching the characteristics of the mother tongue also needs to be changed. Selection of practical methods of teaching specific to mother tongue education and improvement of competencies that meet the requirements for their application in the educational process. From this point of view, the technological approach to the teaching of the mother tongue and the evaluation of the technology of education and its unique result are important for this process.

The content-technological blog of the model combines "content" and "technological foundations", and the content of the "Improving the methodical system of activating meaningful words in the speech of primary school students" model is defined in the "content" component. The content of achieving the goal is to apply a modern-technological approach to "Improving the methodical system of activating meaningful words in the speech of primary school students". According to the research of researcher N. Rozigluva, "systematic approach is defined as "a concept that expresses the use of form, content, tools and methods in a logical sequence between the set goal and the achieved result", its step-by-step feature, the system's complete coverage of the process , on the basis of" it can be shown that there is a wide opportunity to activate meaningful words in the speech of elementary school students.

It should be noted that today, teaching elementary school students not only meaningful words, but also the grammar of the mother tongue is inconsistent with the requirements for subject competencies, knowledge, skills and its development. The primary school student's cognitive capabilities and limited time and appropriate tools related to the acquisition of meaningful words prevent the formation of a linguistic personality at the level of the specified requirements.

Working with synonyms is the most important area of vocabulary work, and this process increases the active vocabulary of elementary school students. The native language teaching program developed for elementary grades is aimed at mastering the basic information of young students in all areas of linguistic knowledge, as well as developing the speech of schoolchildren. The development of speech in them begins with the acquisition of lexical units. A.V. Tekuchev said that the students' speech cannot be coherent, meaningful or expressive if it is not based on the skills of using rich phraseological units, various syntactic structures, and the ability to distinguish the stylistic features of words and subtleties of meaning. [53; 432-b].

As defined in the mother tongue teaching program in primary grades, starting from the 1st grade, students are gradually introduced to words with similar meanings. However, it should be emphasized that the speech of elementary school students cannot be completely solved by the development of the level of learning the lexicon of the native language. Grammatical familiarity with words and their meanings, lexical groups of certain words, including synonyms, i.e. words with the same meaning, is not set in the school programs. Therefore, the programs and textbooks provide elementary school students with basic knowledge. The words given to the students are not considered as an integral part of the mother tongue, that is, the lack of lexicographic analysis, the lack of practical language skills formation, negatively affects the level of students' knowledge.

The basis for successful language teaching in general education schools based on the mother tongue textbooks is, on the one hand, the psychological basis of visual educational materials (including the lexically and grammatically well-formed texts given in the reading literacy



textbook) and their inclusion in the textbooks, and on the other hand, the knowledge and emotional development of these materials. means of artistic expression, i.e., the use of synonymous words that express different meanings serve as an important factor. However, both of these principles are in dialectic opposition: the more interesting the texts are, the more complex they are lexically and grammatically, and the content is the opposite.

When working on meaningful words, teaching such words given in textbooks in an integrated system by balancing the minimum of illustrative e-learning dictionaries and lexical-grammatical information serves to increase students' language skills. "The goal of mother tongue education is in harmony with the general goal of education, and it combines two of its requirements: the development of creative and independent thinking skills and, as a result, the development of the learner as an all-round mature person." [52; 6-b].

By activating meaningful words in the speech of elementary school students, they are provided with native language learning skills, awareness of students in the educational environment, consistency of speech, and specific activity in cognitive development. The speech-to-language technology, which is used to actively use meaningful words in speech, increases the creative competence of students in the pedagogical process. In this, students work on the vocabulary of meaningful words related to previously studied topics. Preliminary conclusions appear by analyzing the meaning of the words included in the list of synonyms and performing the tasks with their participation. This, in turn, allows students to develop their thinking and speech in a unique way.

Based on the above points, it should be emphasized that the model for improving the methodical system of activating meaningful words in the speech of elementary school students is integrated and open, and the purposeful development of improving the methodology of activating meaningful words in the speech of elementary school students and the compliance of the set goal with the result allows to determine. The practical implementation of the process serves as a basis for improving the methodology of activating meaningful words in the speech of elementary school students.

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