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VOCABULARY DEVELOPMENT METHODOLOGY

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ABOUT ARTICLE

Key words: Preschooler's dictionary, dictionary, methods, vocabulary development methods, vocabulary development, preschool age, vocabulary, vocabulary, didactic games and exercises.

Abstract: Vocabulary work in kindergarten is a systematic expansion of the active vocabulary of children at the expense of unfamiliar or difficult words for them. The expansion of the vocabulary of preschoolers goes along with familiarizing them with the surrounding reality, with the education of the right attitude to the environment.

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INTRODUCTION

In carrying out vocabulary work, educators adhere to the following principles:

- 1) work on the word is carried out when introducing children to the world around them on the basis of active cognitive activity;
- 2) the formation of a dictionary occurs simultaneously with the development of mental processes and mental abilities, with the upbringing of feelings, attitudes and behavior of children;
- 3) all tasks of vocabulary work are solved in unity and in a certain sequence.

MATERIALS AND METHODS

Directions of dictionary work:

Dictionary enrichment. To carry out this task means to contribute to the quantitative accumulation of words necessary for the child to communicate verbally with others.

The main part of the vocabulary consists of significant words (nouns, adjectives, verbs, numerals, adverbs).

An important role is played by enriching the speech of preschoolers with words denoting the qualities and properties of objects, as well as elementary concepts. These tasks appear in the middle group and become especially important in the older ones.

The transition to generalizations is possible when the child has accumulated a sufficient stock of specific impressions about individual subjects and the corresponding verbal designations.

Preschoolers should also be introduced to the dictionary used in folklore works.

Consolidation and refinement of the dictionary. This task is understood primarily as helping the child to master the generalizing meaning of words, as well as to memorize them.

Along with fixing the dictionary, another task is being solved: clarifying the meaning of the word, deepening its meaning. This process occurs throughout preschool age.

It is necessary to draw children's attention to the ambiguity of the word. This is an interesting phenomenon when the same word denotes different objects (pen — writing accessory, pen — accessories), attracts the attention of children, arouses interest.

Dictionary activation is the most important task of vocabulary work in kindergarten. In the process of this work, the educator encourages children to use the most accurate, appropriate words in speech. Special techniques for activating the dictionary should cause the child to pay attention to the choice of words, to form the accuracy and clarity of speech. Dictionary activation is an increase in the number of words used in speech, the content of which is accurately understood by the child.

The problem of vocabulary formation occupies the main place at the present time. The question of the state of the dictionary and the methodology of its development is one of the urgent issues. The relevance of the study is due to the need for a more complete coverage of issues related to the lexical development of the child. The formation of a dictionary in children is one of the most important tasks in the general system of work on teaching the native language in kindergarten.

Vocabulary work in kindergarten is aimed at creating a lexical basis for speech and occupies an important place in the overall system of work on children's speech development. At the same time, it is of great importance for the overall development of the child. Mastering a dictionary is an important

condition for mental development, since the content of the historical experience attributed to the child in ontogenesis is generalized and reflected in the speech form and, above all, in the meanings of words.

Vocabulary enrichment occurs in the process of familiarization with the outside world, in all types of children's activities, daily life, and communication. Working on a word clarifies the child's ideas, deepens his feelings, and organizes social experience. All this is of particular importance in preschool age, because it is here that the foundations for the development of thinking and speech are laid, social contacts are formed, and personality is formed.

The timely development of the dictionary is one of the important factors in preparing for school. Children who do not have sufficient vocabulary have great learning difficulties, not finding the right words to express their thoughts. Teachers note that students with a rich vocabulary solve arithmetic problems better, learn reading skills, grammar more easily, and are more active in mental work in the classroom.

There are two sides to the development of the vocabulary of preschool children: the quantitative growth of vocabulary and its qualitative development, i.e. mastering the meanings of words.

The quantitative growth of the dictionary. Preschool age is a period of rapid vocabulary enrichment. Its growth depends on the living conditions and upbringing, therefore, in the literature, data on the number of words of preschoolers of the same age vary greatly among themselves. For example, by three, the vocabulary can reach 1,550 words. By the age of 4, the number of words reaches 1900, at 5 years - up to 2000 - 2500, and at 6 - 7 years up to 3500 - 4000 words. A huge leap in the development of the dictionary occurs not only and not so much by borrowing words from adult speech, but by mastering the ways of word formation.

The development of the dictionary is carried out at the expense of words denoting objects of the immediate environment, actions with them, as well as their individual signs. In subsequent years, the number of words used also increases rapidly, but the rate of this increase slows down somewhat: in 4 years, the vocabulary increases to 4,000 words.

The number of nouns and verbs is increasing especially rapidly, and the number of adjectives used is growing more slowly. This is explained, firstly, by the conditions of upbringing (adults pay little attention to the familiarity of children with the signs and qualities of objects), and secondly, by the nature of the adjective name as the most abstract part of speech. Already in the third year of life, children have a fairly diverse vocabulary that provides communication with others.

Thus, mastering a dictionary, as A.N. Leontief asserts, "occupies an important place in the general system of work on the speech development of children and is a prerequisite for mental development, since the content of historical experience inherent in the child in ontogenesis is generalized and reflected in the speech form and, above all, in the meanings of words".

RESULTS AND DISCUSSION

All tasks of vocabulary work are solved in unity with other tasks of speech development. At the same time, each of them has its own specifics, and, consequently, its own techniques and methods.

The complexity of the content of vocabulary work is observed in every age group, it goes on in the following areas:

- 1) mastering the dictionary in unity with the perception of objects and phenomena in general;
- 2) the growth of the dictionary due to the understanding of words denoting qualities, properties, details of objects and phenomena, their relationships. This process requires the ability to dissect perception, mastery of such mental operations as analysis, comparison;
- 3) introduction to the lexicon of words denoting elementary concepts. This process assumes that children have the ability to generalize objects and phenomena according to essential features. Therefore, when carrying out vocabulary work, the unity of speech and mental development of children is necessary.

With age, the horizons of children expand — from ideas and elementary concepts about subjects that preschoolers encounter in regime moments, in the immediate environment (at 2-3 years old), to concepts of a public nature, events in the public life of the country (6-7 years old).

Vocabulary techniques should help children identify the right word in the teacher's speech, understand its meaning, remember it firmly, and also promote the use of this word in their speech. Therefore, several techniques are used simultaneously in the same method, and a number of them will be the leading, main one.

Vocabulary techniques

Naming (or pronunciation pattern) a new or difficult word is an active method of enriching children's vocabulary. The teacher should pronounce the intended word in such a way that the children pay attention to it, perceive it without distortion.

Sometimes the naming needs to be accompanied by an interpretation, for example: "The aquarium is a glass box, fish live in it, we can see them clearly through the glass."

To activate the dictionary, such a technique as a question is good. Recall that preschoolers need to ask not only direct questions, but also prompting ones (Is there a matryoshka doll on the right or on the left?).

For vocabulary work, you can use such a technique as exercises or didactic games. In the course of individual classes to familiarize yourself with others, you can use short-term (1-3 min) exercises in word selection, for example: "Who will see and name more?", "Select and name the parts as a whole", "Who will name more objects of round (oval, rectangular) shape?", word games for the classification of objects and others. These techniques, as well as riddles, comparison of objects (by visual perception and by memory) are more appropriate to use in older groups. Vocabulary enrichment is carried out in all cognitive classes.

Preschoolers have access to knowledge about the most common materials (fabric, glass, paper, leather, rubber, wood, metal, plastic). Getting acquainted with the materials, they make sure that all things are made from materials, that there are processes of turning materials into things (sewing, cutting, modeling, gluing, etc.).

Another method also helps to familiarize preschoolers with the environment and enrich their vocabulary — showing a picture that is little familiar to children in terms of content. Its specificity lies in the fact that the predominant place is occupied by the teacher's speech — explanation, interpretation of new words, comparison of their meaning with those already known to children. For comparison, we note that in another method — viewing paintings familiar to children — the speech of children and their answers to teachers' questions prevail.

To enrich the dictionary, the screening of films and filmstrips, and the reading of works of art have a great effect.

Classes that promote the consolidation and activation of the dictionary. Considering toys as a method of vocabulary work is used in all age groups.

Children name the material from which it is made, the shape of the individual parts, generalizing the word classifying this toy.

Viewing images of different types: subject, plot. The basis of a good visual material for activating the dictionary are small desktop pictures. The teacher should select sets of handout pictures, illustrations, and postcards for classes. In the younger groups, the examination lasts 5-10 minutes. During this time, the child will have time to look at and name several pictures.

Verbal exercises and games. These exercises and games are conducted in senior groups. The exercises should be short-term (5-10 minutes) and form only part of the lesson.

In a word game, it is very important to explain its content correctly (the explanation usually includes 2-3 examples of completing the task-answer). No less important is the complete selection of a dictionary for the game (the tasks of the presenter and the answers of the players), For activating the dictionary and familiarizing with the figurative structure of speech, the compilation of riddles by children is of known importance. (soft paws, and there are scratches in the paws) (the red girl is sitting in the dungeon, and the scythe is on the street).

Initially, in classes in senior groups, the main task is to teach children to motivate their answers, to present evidence of the correctness of the guess (How did you guess?). The dictionary is also activated in other speech classes — in conversation, in a story.

Carrying out vocabulary work in different types of children's activities. Their work activities, especially collective ones, are extremely important for the development of children's vocabulary. Children understand the meaning of many words, because they are associated with sensory perception, and the nature of labor communication contributes to the child's use of acquired words and their fixation in memory.

An effective means of vocabulary work is a game. Both in role-playing games and in other types of games, in the process of getting to know the art. Dramatization games, puppet and table theater shows, children's participation in matinees and children's concerts contribute to the activation of the dictionary, especially figurative ones. So, vocabulary work in kindergarten is carried out with the help of various means of influencing children.

CONCLUSION

Parents need to remember one important rule: in no case should they deprive a child of the opportunity to play and develop. Instead of prohibiting and punishing, parents should develop their own individual

behavior policy regarding the game. This should be done so that the game does not occupy all the time of the child, but only complements and replenishes his intellectual development.

Thus, the development of the dictionary is understood as a long process of mastering the vocabulary accumulated by the people in the course of their history.

Revealing the problem of vocabulary development in younger preschoolers, we were convinced of the relevance of this topic. Many outstanding psychologists, educators and methodologists of the past and present have addressed this problem in their writings. In our work, we examined the peculiarities of vocabulary development in older preschool children.

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