PEDAGOGICAL - PSYCHOLOGICAL PROBLEMS OF INCREASING STUDENTS VOCABULARY

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In the system of continuous education, the development of students' oral and written expression skills in the mother tongue aims at the following goals:

- enriching their speech with lexical units;

- achieving mastery of the grammatical forms of literary and artistic language;

- ensuring mastery of the grammatical structure of words in speech.

To achieve this goal, it is necessary to develop a system of special lexical-semantic exercises, adhere to such principles of education as expressiveness, coherence, consistency, moving from simple to complex, awareness, and development.

By the time a child enters school, he has mastered the pattern of using the words necessary to express his interests and needs in various forms in speech in the family environment and in preschool educational institutions. However, his speech arsenal does not have enough vocabulary to express the new concepts, ideas, and feelings that are learned at school, as well as the day he comes to school. The most important task facing the school is to enrich the vocabulary of students, develop their speech and thinking, and logical thinking based on expanding their ideas about the world around them.

The primary method of logical thinking is analysis. The ability to analyze linguistic phenomena begins to form in preschool. It develops according to the program from primary grades.

Although analysis and synthesis are closely related in language education, generalizing the knowledge acquired based on the analysis of

exercise texts poses considerable difficulties for students. Synthesis is rarely found in educational practice. Because logical analysis is usually carried out not separately, but as an integral part of other educational and cognitive activities (generalization, classification, systematization, formation of conclusions). The combination of analysis and synthesis serves as the basis for defining concepts.

During the literacy period, students look at the pictures before reading the texts in the "Alifbe" textbook, and they have a certain idea of the objects, events and situations depicted. Then the teacher gives them the task of composing a speech or a short story based on the picture.

Questions asked on the content of the text develop students' logical thinking skills, increase their attention and observation to reading. Due to the nature of the content, the texts in the "Alifbe" textbook, pictures depicting objects and subjects are a source of enrichment for students' speech during the literacy period.

Many words are repeated and reinforced not only in literacy lessons, but also in other subject lessons. Therefore, we believe that since speech development activities enrich students' vocabulary and are interconnected with other subject lessons such as mathematics, fine arts, labor, and the world around us, it is necessary to increase the number of words and word combinations several times.

In the process of experimental work, it was observed that recommending 6-7 words instead of 3-5 words to be included in the oral speech of students in one lesson during literacy training has a positive effect. In order to achieve efficiency in this regard, it is necessary to develop a repetition system in all subject classes. Observations showed that in the 2nd semester, inter-subject communication lays the groundwork for intensive preparation of students to learn their mother tongue, and for successful mastering of the knowledge provided in the program.

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