



## Modernization of the Content of Doctorial and Lexical Work in Russian Lessons, Content and Types of Vocabulary Work

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**Abstract:** This article talks about the problems of writing difficult words that require repeated systematic exercises and ways to enrich the vocabulary.

**Keywords:** vocabulary work, word, dictation, picture dictation, selective dictation.

An important factor in the formation of speech is the enrichment of vocabulary. This is essential at any age. It is no secret that the assimilation and memorization of vocabulary words involves an important complexity.

Memorizing the spelling of difficult words requires repeated systematic exercises that are associated with all types of student writing. The skill of writing these words, firstly, largely depends on the vocabulary abilities of children, their active vocabulary, on the other hand, the study of such words and the conduct of vocabulary and spelling tasks should contribute to the activation of the vocabulary of younger students. The use of lexical and spelling exercises at the stage of consolidating, generalizing and systematizing students' knowledge of words with unverifiable and difficult to verify spellings is a means of enriching, clarifying and activating the students' vocabulary, as well as a means of developing a culture of speech and fostering love for the native word. You need to work out each word from the "Dictionary" directly related to the grammar and spelling material considered in the lesson.

Vocabulary work as a significant part of the lesson affects the development of students' speech, enrichment of their vocabulary and is present at every lesson, being an important moment in its system. It is important to remember that a well-planned and well-formed vocabulary work helps to enrich students' vocabulary, develop spelling literacy, develop students' speech, and in general helps to improve language culture, develop children's interest, respect and love for their native language.

At the initial stage of grammar, spelling and speech development, the great importance of vocabulary and spelling work is emphasized, during which students learn words with unverifiable spellings given in special lists for each class. The skill of writing so-called difficult words largely depends on the student's vocabulary abilities, his active vocabulary. "The richer the child's vocabulary, the more accurately he understands and uses words in his speech, the more family ties he sees between words, the higher the level of his spelling literacy," wrote N.S. Christmas.

The systematic conduct of vocabulary and spelling exercises in the lessons of the native language contributes to the conscious study of the program minimum of difficult words, the development of elementary school students' interest in their development and correct application in speech.

The word is a powerful engine of thought, an indispensable means of communication, a great source of inspiration.

Vocabulary is necessary in the Russian language as a building material. The richer the vocabulary, the richer the language. The poverty of the students' vocabulary slows down their memorization of spelling, it is difficult for students to find a test word.

“Vocabulary work is not an episode in the teacher’s work, but a systematic, well-organized, pedagogically expediently constructed work related to all sections of the Russian language course ...” - this is how the famous Soviet scientist - methodologist A.V. wrote. Tekuchev.

In the work on the dictionary, students at school are given a lot of attention, and this work is carried out in accordance with the requirements of the methodology in four areas:

1. vocabulary enrichment, i.e. new, previously unknown words, as well as new meanings of those words that are already in the vocabulary and their assimilation;
2. specification of the dictionary - vocabulary - stylistic work, development of flexibility, accuracy, expressiveness of word usage;
3. dictionary activation, i.e. transferring as many words as possible from the passive dictionary to the active dictionary;

elimination of non-literary words, their transfer from active to passive vocabulary.

All of the above named areas of work constantly interact and also pursue a common goal:

➤ formation of spelling skills in younger students.

The role of this practical task is realized in every lesson of the Russian language and reading literacy. Word processing is complex and varied.

In order to solve the assimilation and development of spelling abilities of the studied words, various kinds of dictations can be carried out.

Visual dictation with preliminary analysis. Primary school students pronounce the difficult word written on the card with a highlighted unstressed vowel spelling and orthoepically and write it down from memory. (If necessary, find out the meaning of the word.)

Picture dictation: 1) the teacher shows a picture card, students name the depicted object, explain the spelling of an unstressed vowel in a word and write it down; 2) the teacher shows a picture card, the children name the shown object, write down the word, highlighting the unstressed vowel in it and putting the stress mark; 3) the teacher shows a picture card, where the children write down a word that is the name of the depicted object in the picture, highlight an unstressed vowel in the word, which must be remembered when writing, put an accent mark.

Selective dictation (picture, auditory, visual). The teacher offers the children either picture cards or word cards in which an unstressed vowel is omitted.

Dictation using riddles. The teacher reads the riddle, the children solve it and explain by what signs they guessed the riddle. Then the students write down the answer and highlight the spelling in the written word.

Dictation from memory:

- 1) write down from memory the words on the established topic;
- 2) write down from memory the words in the spelling of which you need to write down the vowel e in an unstressed syllable.

Dictation with commentary. The teacher calls the word from the "Dictionary" or words with the same root, one student comments on the spelling, the rest of the children write these words in a notebook.

Creative dictation. Replace the expanded definition with one word.

Verification of performance may be accompanied by an explanation of the correct spelling of words, and may also be carried out with the help of signal cards.

A fundamental effect is obtained by combining the types of tasks and methods of working with the word, which have long found a place in the methodology of teaching the Russian language, with the assimilation of a particular topic.

Since children of primary school age have their own psychological characteristics, which were mentioned above, the methods and techniques in the lessons in the lower grades should be of a characteristic nature, in particular, the lessons should combine various types of student activities, introduce elements of the game, which helps to increase interest in lesson, the entertainment of the lessons themselves.

One of the most effective means that can arouse interest in Russian language classes is a didactic game. The purpose of the game is to arouse interest in comprehension, science, books, teachings. In younger schoolchildren, play activity, along with learning, occupies an important place in the development of the child. When children are involved in the situation of a didactic game, their interest in learning activity increases sharply, the material being studied becomes more accessible to them, and their working capacity increases significantly.

After all, the game is not a secret for anyone, it is part of the educational process. The game helps to form the phonemic perception of words, enriches the child with new information, activates mental activity, attention, and most importantly, enriches the vocabulary of children and stimulates their speech. As a result, children develop an interest in the Russian language. Not to mention the fact that didactic games in the Russian language contribute to the formation of the spelling vigilance of a younger student.

I want to give an example of some didactic games and game techniques that can be used to develop the vocabulary of children.

#### 1. Find the "extra word"

Purpose: to enrich the vocabulary, develop the ability to highlight a common feature in words, develop attention, fix the spellings of unchecked vowels.

POPPY CHAMOMILE ROSE BOW

CAT DOG SPARROW COW

BIRCH OAK RASPBERRY ASPEN

COW FOX WOLF BEAR

Tasks: Underline the "extra" word. What spellings are found in these words?

#### 2. Children really like tasks such as:

Replace phrases with one word:

o - time span of 60 minutes, (Hour)

o - a soldier on duty, (Sentry)

o - a child who loves sweets, (Sweet tooth)

o is a very funny movie. (Comedy)

The value of such games lies in the fact that on their material you can also work out reading speed, enrich the vocabulary of students, study the syllabic composition of a word, develop spelling vigilance, and much more.

An important role of entertaining didactic games also lies in the fact that they help relieve tension and fear when writing in children who feel their own failure, creates a positive emotional infusion during the lesson.

Children are happy to perform any tasks and exercises of the teacher. And the teacher, thus, stimulates the correct speech of the student, both oral and written.

At primary school age, children may have problems associated with speech activity. There are children who can chat non-stop about everything, but it is often difficult to understand them, they themselves lose their thoughts, it is difficult for them to build the logic of their statement. Others know what to say, but they don't have an "active vocabulary". Such children know the words, they know how to pronounce them, they know how to correctly build a phrase in the lesson, but this "knowledge" is passive: in a conversation they remain silent, they find it difficult to answer a direct question.

Help develop active vocabulary, conversational skills speech games: task games with words and games with words. There are a lot of games based on alphabetic material, with words that require players to be able to read, make words from letters and syllables.

### Conclusion

An important role of entertaining didactic games also lies in the fact that they help relieve tension and fear when writing in children who feel their own failure, creates a positive emotional infusion during the lesson.

The child is happy to perform any tasks and exercises of the teacher. And the teacher, thus, stimulates the correct speech of the student, both oral and written.

Only a creative approach and thorough preparation of teachers can positively influence a lot of children's attitudes towards learning and teaching lessons. In order for students to want to develop interest and strive to acquire new knowledge, the teacher needs to introduce entertaining varieties of lessons into the practice of school work, eventually creating original, non-traditional lessons.

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