



SYSTEMATIZE THE VOCABULARY OF FIRST-GRADERS IN THEIR NATIVE LANGUAGE

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| Article history: | Abstract: |
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| Received: November 17 th 2021 Accepted: December 17 th 2021 Published: January 26 th 2022 | In order to develop the vocabulary of first-graders in mother tongue education, the study of their speech, the identification of active and inactive words according to their age, and the systematic systematization of vocabulary, which must be mastered, ensure the effectiveness of quality in this area. and forms the basis for the gradual development of dictionaries from junior to senior. |
| Keywords: First-Class Dictionary Richness, Systematization Of Words, Systematic Dictionary, Macrosystem, Microsystem, Active Dictionary, Inactive Dictionary. | |

INTRODUCTION.

The formation of first-graders language and speech skills, and on this basis the creation of a basic foundation for the upper grades, requires the gradual development of the linguistic knowledge of each class. In the teaching of the mother tongue, it is advisable to create reading, spelling and lexical-phraseological dictionaries for all students. On this basis, a gradual transition to a certain order in the teaching of mother tongue and literacy, as well as the principle of "simple to complex" will be achieved. There are two factors to consider when creating a dictionary for first graders. The first factor is to study the ontology, psychology, and cognitive state of the child in preparation for social life, while the second is to analyze the dependence of the requirements of state education standards on the above factor in teaching mother tongue as a science and to ensure commonality of the two factors. The formation of the vocabulary of first grade students is a very comprehensive process, taking into account the above two factors, it is necessary to study all the system of subjects taught to them and the referenced textbooks. In addition, examining the results and vocabulary of the knowledge imparted in a 7-8 year old child, studying the analysis and recommendations of the most experienced teachers and methodologists will help to find a solution to the topic under study.

According to the state education standards, the competencies required for 1st grades are divided into two: basic competencies and science competencies. The core competencies are six: communicative, information, self-development, socially active citizenship, national and multicultural, mathematical literacy, awareness and use of science and technology news. Competences in science are competencies in the analysis of literary-speech and artistic work.

MATERIALS AND METHODS.

The subjects taught to first-graders, the textbooks developed, the topics in them should serve to form in the child the above competencies, to be able to use them in practice.

In order to teach students their mother tongue as a science and increase their vocabulary, it is necessary to first study and analyze the principles of this science. Here are five key pointers in moving your mother tongue forward. They are the principle of focusing on language material, the growth of speech organs, the proper development of speech skills, the principle of understanding language meanings (lexical, grammatical, morphemic, syntactic meanings), the principle of increasing language sensitivity, the principle of assessing the expressiveness of speech is the principle of mastering oral speech before written speech. Assignments for students in mother tongue education are based on these principles.

First grade is a time for a child to literally enter society, engage in social interactions, and learn basic cognitive knowledge through science. During this period, the child develops a student personality, becomes aware of the essence of the basic fundamental sciences. Ellison Blass, an experienced first grade teacher in Queens, USA, who has been teaching first grade for 12 years, says, "If students are not skilled and confident in their elementary skills, they will build a vibrating house."

It is important for first graders to use language and speech skills in an interdependent way when learning their mother tongue. As language competencies, they are required to have theoretical knowledge that reflects the phonetic, lexical, morphemic, and grammatical features of the mother tongue, and as speaking competencies, they are required to have reading, listening, writing, and



speaking skills based on age. In particular, native language educators say first-graders should be able to read at least 150 high-frequency words by the end of the year.

RESULTS AND DISCUSSION.

They also need to be able to read and understand classroom books fluently. By writing, children can write three- and four-letter words and clear, unambiguous sentences; by the end of the school year, students can write short paragraphs of three or four or more sentences, or even short stories.

All of the above competencies in mother tongue teaching are based on a common goal, which is to increase the vocabulary of students and thereby improve the teaching of the mother tongue. The development of first-class vocabulary requires a systematic, step-by-step approach to lexical units - words and phrases and their meanings. In elementary school, it is especially important to teach words and their meanings, to interpret them correctly, and to memorize them.

When introducing words to a student, the lexical units being taught should be purposefully taught, that is, divided into active (active) and inactive (passive) groups. In this case, an active (active) dictionary is a set of words that are active in oral and written speech, while an inactive (passive) dictionary deals with words that are assimilated by listening and reading includes. Active dictionaries, in turn, are divided into three thematic groups: the first – a general dictionary, which contains words used in everyday life, the second – a dictionary used in the learning process, and the third is a group of words consisting of terms related to a particular field. Researchers estimate that elementary school students complete up to 2000 words of passive vocabulary and up to 1000 words of active vocabulary. Grade 1 students were found to know an average of 3500 words by age.

“One of the important tasks of speech development in school is to improve the work on the dictionary, to organize, to separate and substantiate its main directions, to manage the process of enriching students vocabulary. Vocabulary work in school has four main areas:

1. Enrich students vocabulary, that is, learn new words, as well as new meanings of some words in a children's dictionary. To learn the vocabulary of the native language, the student should add 8-10 new words to his / her vocabulary every day, including 4-6 words in the native language lessons. they have to master the meaning.

2. Clarify the student dictionary. This includes: 1) complete mastery of the meaning of words that the reader has not thoroughly mastered, ie the inclusion of these words in the text, the comparison of words with similar meanings, the choice of antonyms. to clarify their meaning with is; 2) mastering the metaphorical meaning of the word, polysemous words; 3) mastering synonyms of words, semantic aspects of synonymous words; 4) learn the meaning of some phraseological units.

3. Vocabulary activation, that is, the conversion of words from an inactive vocabulary that students understand, but do not use in their speech activities, into an active vocabulary. To do this, words and phrases are formed with the help of these words, which are used in retelling, conversation, narration and essay.

4. Move words that are not used in the literary language from the active vocabulary of students to the passive vocabulary. Such words include simple words and phrases, dialects, and social group words that are not part of the literary language that children have acquired under the influence of their speech environment and are used in certain literary works and colloquial languages. Once students have mastered the concept of literary language norms, they will begin to use words in literary language instead of the words described above. As their literary language skills improve, dialects, slang words, and simple words and phrases used in colloquial language begin to disappear from students active vocabulary.”

CONCLUSION.

This means that elementary school students learn half of the new words in their native language, reading and other subjects, and half in the circle of family and friends, social interactions and independent reading. The subjects currently recommended for first graders, the knowledge to be imparted through textbooks, and the words they reflect form the thematic groups of children's vocabulary.

“In the formation of the dictionary as a system, it consists of small microsystems, which in turn are divided into several thematic groups.” For example, if animal names are macrosystems, then domestic and wild animals are small microsystems. helps maintain memory. Creating a systematic dictionary for the first grades should cover all the disciplines and concepts in them. According to the Russian pedagogical scientist G. V. Bobrovskaya, the first task in the formation of thematic groups for the dictionary is to study the personal vocabulary (active and passive) of first-graders.



Recommended subjects and textbooks for first grade (national) students in the current academic year – “Alphabet” (“Alifbe”), “The world around us” (“Atrofimizdagi olam”), “Mathematics” (“Matematika”), “Music” (“Musiqqa”), “Mother tongue and reading literacy” (“Ona tili va o`qish savodxonligi”), “Natural sciences” (“Tabiiy fanlar”), “Upbringing” (“Tarbiya”), “Fine arts” (“Tasviriy san’at”), “Technology” (“Texnologiya”) and “Writing” (“Yozuv daftari”). In order to create a systematic dictionary for students in the classroom, it is advisable to perform the following tasks step by step:

- determine the statistics of all words in the textbook;
- set the frequency of detected words;
- divide words into active and inactive words by a fixed frequency;
- in practice, to conduct a test among first-graders to find out how well they know the words identified above;
- coordinate words in textbooks or dictionaries according to students' ability to master them.

So, sort out the words that first graders need to know, divide them into active and passive vocabulary, use it as a basis for later grades, create a textbook, and practice vocabulary based on new pedagogical technologies. The use of methods aimed at improving the quality of education in mother tongue education.

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