

ENRICHING THE VOCABULARY OF FOREIGN-SPEAKING STUDENTS IN THE PROCESS OF WORD-FORMATION WORK, TAKING INTO ACCOUNT THE STRUCTURAL AND SEMANTIC RELATIONS OF SINGLE-ROOT WORDS

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Annotation

In this article, the author examines the peculiarities of enriching the vocabulary of foreign-speaking students in the process of word-formation work, taking into account structural and semantic relations based on single-root words. The goals and objectives of the course word formation in a non-linguistic audience are defined. The process of activity of the teacher and students in the study of word-formation components is also defined. The features of working on single-root words are determined.

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The study of the Russian language is one of the actively developing areas in Uzbekistan. Currently, in the conditions of democratic transformations taking place in the country, the renewal of the socio-political, socio-economic and cultural life of its peoples, the question of the social function of a modern comprehensive school is acute [1]. Which indicates the formation of a comprehensively developed generation.

Learning a foreign language in a foreign language audience begins with the development of lexical units, namely with the enrichment of vocabulary [2].

Since foreign-speaking students do not read well, their vocabulary is poorer, they do not understand the figurative meaning of words, and they cannot retell the text in their own words. That is why in Russian language lessons, when working with foreign-speaking children, word work plays a primary role, namely word-formation work. It can be aimed at familiarizing students with the lexical meaning of words new to them, the meaning of which they understand incorrectly or inaccurately, can also pursue grammatical goals: the assimilation of some grammatical forms, the formation of which causes them difficulties.

The development of an active vocabulary of foreign-speaking students involves clarifying the lexical meaning of a word. Misunderstanding of the meaning of the word and the inability to use them in speech has a very negative effect on the success of children's education and on their speech development. The methodology has developed many techniques for explaining the meaning of incomprehensible words. Sometimes the lexical meaning of a word is suggested by the context, and in these cases children can understand the meaning of the word on their own, without special explanations. For words with a subject meaning, it is better to offer a visual explanation. When a visual explanation is

not possible, it is possible to reveal its content of the word by a brief verbal interpretation.

With the help of various exercises, students' knowledge is not only consolidated, but also clarified, independent work skills are formed, and thinking skills are strengthened. They constantly have to analyze, compare, compose phrases and sentences, abstract and generalize.

The purpose of this material is to present the system of working on the word in the lessons of the Russian language. As a starting point, we can consider the following provision: in the language, all sides are interconnected, therefore, it is advisable to organize the process of teaching foreign-speaking schoolchildren so that work on phonetics, spelling, word formation, morphology, vocabulary and syntax is carried out in a certain relationship, so that all sides of the word are considered in unity.

Thus, conditions are created under which students develop a versatile approach to the word, mechanical memorization is excluded.

The word is the most important unit of the language, the carrier of meanings. Words and their combinations denote specific objects and abstract concepts, while emotions are expressed in words. Any speech utterance consists of words arranged in a certain sequence in accordance with the plan and related to each other grammatically. The richer a person's vocabulary is, the wider his possibilities of choice and more accurate, more original and expressive design of thought. Therefore, the volume of the dictionary and its diversity are considered as an important condition for the successful development of speech.

The assimilation of a huge lexical stock cannot take place spontaneously. One of the most important tasks of speech development is the correct formulation of the work, the allocation of its main directions, the management of the processes of enriching the vocabulary of schoolchildren.

It is productive to start vocabulary enrichment with simple lexical units and gradually associate it with more complex constructions. In the Russian language, there are several options for constructing complex structures: prefixed, suffixal, prefixed-suffixal and addition.

The study of active word-formation processes based on the modern literary language allows us to identify critical changes in the word-formation system of the Russian language and to trace the trends in the development of word usage as a language of the whole [3].

The introduction of word-formation capabilities in order to enrich the vocabulary of foreign-speaking students is very fruitful, so it is easier to master a new concept on the basis of single-root words.

In order to realize the goal of enriching the vocabulary of foreign-speaking students in the process of word-formation work, taking into account structural and semantic relations on the example of single-root words, it is necessary to take into account the following:

1. Enriching the vocabulary of students by identifying the word-formation capabilities of the language being studied is one of the most important conditions for mastering the Russian language as a means of communication. Especially active is the replenishment of the vocabulary of students and the formation of the skill of conscious use of words in coherent speech is carried out when studying single-root words.
2. In the practice of teachers, very often the assimilation of the lexical meaning of words is based mainly on the primary semantics of each word separately without the use of word-formation connections of derived words. This approach to lexical work excludes the possibility of understanding the meaning and structure of single-root words, taking into account word-formation connections.
3. The analysis of the lexical level and observations of the work of teachers show that teaching children to correctly understand and use related words in speech can begin already in elementary school, since it is at this time that students learn a certain amount of related words, and also get an

elementary idea of the structure of a word in their native language.

4. The work on word formation should be based on the propaedeutic study of the structure and semantics of single-root words in the sections "Sentence" and "Phonetics", which precede the special paragraphs "Word composition and word formation" in a foreign language school.
5. The main purpose of the work on the composition of a word in a non-linguistic audience is not only to instill the skills of distinguishing morphemes, but also to identify the changes made by morphemes in the structure and meaning of derived (single-root) words, as well as to reveal the possibilities of the language, excluding the mixing of forms of the same word with single-root words. This is achieved by a system of special exercises.
6. The work on understanding the meaning and structure of the word continues with the study of the root of the word, the concept of which is necessarily given on the basis of the semantic relationship between single-root words, the relationship of which is determined by two features: semantic and structural community. This prepares foreign-speaking students to understand the essence of the formation of single-root words: one word is formed from another on the basis of a structural and semantic connection.
7. Clarification of the semantics of the suffix and prefix should contribute to students' awareness of their word-formation role: with the help of the suffix and prefix, a new derived word is formed from the derived base (read-reader; city-suburb), the appearance of the suffix and prefix change the structure and meaning of derived words [4].
8. The system of exercises in the study of prefixes and suffixes includes tasks based on the comparison of single-root words, the semantic difference between which is due to prefixes and suffixes [3].
9. The study of grammatical categories of parts of speech should be conducted in close relationship with the study of their word formation. This work is best carried out on the material of derived units of some part of speech, i.e. on the material of single-root words related structurally and semantically [5].

The study of parts of speech based on the material of the sequential introduction of single-root words and the active vocabulary of students contributes to the implementation of the principle of continuity of learning, the replenishment of the dictionary with groups of related words, i.e. the consistent continuation of the root work begun on the original ethane. All this ultimately leads to the enrichment of the vocabulary of foreign-speaking students, the solid assimilation and consolidation of new words.

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