THE USE OF INTERACTIVE FORMS OF LEARNING TO ENRICH THE VOCABULARY OF YOUNGER SCHOOLCHILDREN IN EXTRACURRICULAR ACTIVITIES IN THE RUSSIAN LANGUAGE

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A R T I C L E I N F O.

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Abstract

The article presents the experience of mastering, developing and implementing interactive forms and techniques in order to enrich the vocabulary of younger schoolchildren when studying word-formation concepts in the classroom of the Russian language circle. Systematically organized extracurricular activities in the Russian language makes it possible to consolidate and expand the range of knowledge, skills and abilities acquired by students in the classroom and necessary in real speech practice. A great potential in enriching the lexical stock of primary school students is laid down in interactive tasks aimed at studying word-formation concepts. Interactive techniques and forms of teaching implemented in the classes of the Russian language circle help to solve the problems of both linguistic training and the actual speech development of students.

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In the context of the changes affecting all levels of the modern education system, the development and introduction of new, including interactive, forms of organization of various activities of primary school students are extremely important. This requires a primary school teacher to master modern technologies: "In the context of professional training of bachelors of pedagogical education, one of the priority tasks is the development of mechanisms and ways to convey the content of education to students in the context of the implementation of educational standards of a new generation".

This article presents the experience of mastering, developing and implementing interactive forms and techniques in order to enrich the vocabulary of younger schoolchildren when studying word-formation concepts in the classroom of the Russian language circle.

The key position in the learning process in primary school is occupied by the development of

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children's speech. Being an instrument of communication, speech becomes a mechanism of the process of cognition, a marker of personality's sociability, underlies general academic skills, therefore, the basis of the most important competencies. Russian language lessons play a primary role here, this is the specifics of the discipline itself, however, the close framework of the lesson does not always allow us to solve "a number of very important tasks: ... to optimize the educational load of students; to improve the conditions for the development of the child; take into account the age and individual characteristics of students". The solution of these tasks is possible in extracurricular activities using techniques and forms of interactive learning.

The need for extracurricular educational activities is constantly emphasized in the scientific literature. Modern requirements for the educational results of primary school students confirm the fact that extracurricular work in the Russian language is necessary. Organized, systematic extracurricular activities in the Russian language makes it possible to consolidate and expand the range of knowledge, skills and abilities acquired by students in the classroom and so necessary in real speech practice. Acting as an important component of basic education, extracurricular activities are designed to help the teacher and the child in the development of already acquired knowledge and new information, to form cognitive interest and educational motivation, to develop a system of pedagogical support-cooperation. By expanding the educational space, in particular, in the Russian language, it contributes to the creation of additional conditions for the development of students' speech, since extracurricular activities require the conscious application of basic knowledge in situations that are not similar to situations that arise and are produced in the classroom.

The development of children's speech is closely related to the nature of their activities, the nature of communication. This was also noted by F. I. Buslaev, who believed that the student should learn "all forms of speech" in a practical way, which "should not appear to him by themselves, but constantly in organic connection with the thought expressed by him." The need to improve and enrich one's own speech arises in the child in the process of live communication: in educational and extracurricular activities. In the context of the above, interactive forms of learning begin to play an important role: creative tasks, group work, role-playing games, production of educational and speech situations with subsequent analysis, etc.

An important condition for effective command of speech is its richness. Such a statement is considered to be rich, where, first of all, various techniques of lexical and syntactic synonymy are used. Enriching the vocabulary of younger schoolchildren is one of the leading priorities of the methodology of teaching Russian in primary school. The requirements for the results of mastering the basic educational program of primary general education in the framework of the subject area "Philology" prescribe that the results of educational activities should be: the ability to "choose adequate language means for the successful solution of communicative tasks; mastering educational actions with language units and the ability to use knowledge to solve cognitive, practical and communicative tasks." Only under the condition of purposeful work on enriching the vocabulary of students is it possible to achieve the results specified in the educational standard.

One of the most effective ways of enriching the vocabulary of younger schoolchildren is working on word–forming concepts. The morphological principle underlying Russian orthography shows the importance of understanding and awareness of the composition of the word for the application of spelling rules in written speech activity. The ability to recognize the composition of a word helps a primary school student to confidently determine the grammatical features of a lexeme, to more accurately comprehend

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its semantics and stylistics in the totality of all shades of meaning, deepens the possibilities of choosing language means for expressive, clear, accurate production of a detailed utterance, the design of a coherent monological or dialogical text. This is how the dependence / interdependence between the formation, development and improvement of the speech of elementary school students is manifested. The ability of the student to quickly and steadily navigate in the composition of the word, in determining the conceptual (semantics, stylistics) properties of affixes, that is, speech development, vocabulary enrichment depends on his morphemic vigilance, and vice versa: morphemic (and spelling) vigilance depends on the level of speech development, its richness, accuracy, etc.

As part of the experimental work, we have designed a program of the Russian language circle. The work of the circle is based on a closed chain of live countercorrent cooperation: student – group of students – primary school teacher – student. This task is solved through the use of various forms and techniques of interactive learning. The essence of the term "interactive" is revealed through a literal translation: "inter" – mutual, "act" – to act, therefore, this is a form of interaction of the above-mentioned chain of effective cooperation.

It is important that children do not get tired of learning, on the contrary, they receive satisfaction and joy from the completed tasks, and these tasks contributed to the formation and maintenance of cognitive interest. "Psychologists have proved the dependence of the activation of the motivational sphere of the child's personality on emotional, aesthetic experience, as a result of which there is an internal need to express thoughts and feelings." Therefore, the work in the Russian language circle is based on an activity-based approach using the game method. For younger students, tasks of an entertaining nature are selected. Quite often, the spirit of rivalry and competition arises in the classes of the circle (Who is faster? Who is bigger? Who is more correct? Who is more interesting?), most often the work is organized between mini-groups of students from 2 to 5 people.

In modern elementary school, the formation of word-forming skills often does not come into contact with the development of speech, whereas the role of word formation is apodictic for enriching the lexical stock, forming coherent speech of younger schoolchildren, their communicative competence. With the purpose outlined above, some tasks have been developed aimed at the formation of word-formation skills and speech development of primary school students. The tasks given below are used by us in the classes of the Russian language circle (as part of the extracurricular activities of younger schoolchildren).

The root is the main part of the word, the study of this concept contributes to the formation of children's ideas about it as the main part of the word, which contains the main lexical meaning. Knowledge of the uniform spelling of the root in all single-root words is of great importance for the formation of the spelling skill of words with verifiable and unverifiable unstressed vowels, paired voiced and deaf consonants, helps to strengthen the skill of determining alternating consonants. Children are divided into groups, their goal is to solve and discuss the problem: look carefully, is the root correctly highlighted in all the words? Prove your point of view: brother, sleeve-itza, old man-ok, idle, tie-nick, kaza-chock. The purpose of the task is to test the ability to select single–root words, correctly identify the root, find morphemes in words, form the ability to work in a group, listen to the interlocutor, find arguments and defend their position.

In order to form the skill of selecting single-root words with a stressed vowel at the root, an appropriate exercise is given: Insert the missing letter, pick up single-root words with a stressed vowel at the root to the selected words. The winner is the team that selects the largest number of words: p ...left kitchen, g... risty terrain, c..wavy hair, p...wavy carpet, s ...rainy day, m...sleepy broth, r ...baya chicken,

d...rainy summer, p ...liny beehive.

The following task is given in order to practice the skill of identifying single-root words: Read the poems presented on the board, name how many single-root words are represented in each of them. 1. The elephant said, turning his side: Lean against me, son? Leaning against the elephant, the baby elephant Rested, gained strength, And long before the moon the elephants moved on. (Ya. Kozlovsky) 2. The rain is pouring – water is all around, The pole and wires are getting wet. Horses and carts are getting wet, Smoke over the roofs of the factory, The drainage system trembled From the running fast waters. (L. Yakhin).

Competitions continue in the process of role-playing creative games: each group receives language puzzles. These texts should be presented to other teams in an extraordinary way (reading by roles, using drawings, acting out situations). Condition: all members of the group participate in the presentation of the text. In the process of preparation, the teacher helps each team, skillfully, unobtrusively directing the actions of students. For the artistic, creative presentation of their riddle, the group receives bonus points, the correctness and speed of solving problems presented by other teams also adds points to the group. 1. My root is in the price, In the essay find the prefix for me, My suffix in the notebook you met, All the same - in the diary and I magazine. (Evaluation) 2. It is not difficult to extract the root from the filling, The prefix is stored securely in the vessel, You can clearly hear the suffix in the drawing, You write together on various topics. (Essay) 3. You will find my root in a fairy tale, You will take the suffix from the cabman, The prefix is the same as in the word expense, I state the course of events as a whole. (Narrator) 4. In the list you will find my root Suffix in the meeting you will meet soon, In the word story you will find a prefix, In general you will go to lessons for me. (Schedule)

In order to practice the ability to realize the meaning of suffixes, an exercise is proposed: Form animate nouns from these adjectives. How are they formed? bold, strong, cheerful, kind, lazy, envious, proud; 2) boastful, fat, flattering, wise, strong, rich, talkative; 3) deceitful, smart, stingy, stupid, clever, poor, rude.

To enrich the vocabulary of younger schoolchildren, it is important to work out the ability to make semantic differences in the shade values of lexemes (and morphemes), which are most clearly manifested in the process of forming new words: "In the transmission of speech meanings, various combinations of units used by the speaker play an essential role, the possibilities of their choice for the transmission of various shades." We have selected and developed entertaining tasks aimed at the ability to distinguish the meaning of word-forming affixes, enriching the lexical stock of 4th grade students. Together with the teacher, younger schoolchildren come to the conclusion about the possibility of gradation of lexemes by means of affixes: "The gradual function expresses the measuring attitude of the speaker to the utterance, indicates the degree of manifestation of a sign, action, etc. To express the gradual meaning, multi-level linguistic means are used: affixes with word-formative meanings of decrease and increase (-enk-, -in-, -points-, -aish-, raz-, archi-, raz...+...xia, etc.)" [1, pp. 88-89], fix the word-formative meaning of prefixes.

Here are examples of tasks aimed at the formation of new words that differ in semantic shades.

1. Choose the largest number of words with a diminutive and a magnifying or disparaging meaning. Children are divided into three teams. Each team is given a card with the words: 1) giant, house, room; 2) wolf, hare, bear; 3) mushroom, basket, forest.

2. When the students have picked up the words, we suggest that the teams compose a small text-a story or a fairy tale based on the algorithm for constructing the utterance. The guys get unexpected and quite interesting texts:

1) In one country there was a house and a cottage, and in them lived-there were a giant and a giant. One had huge eyes, hands and feet, so he had rooms in the house. The other one also had huge eyes, hands and feet, and even rooms. That's just one was kind, and the other was evil. Guess where the giant lived, and where the giant lived, which of them is good and who is evil.

2) A hungry evil wolf ran through the forest. He caught a hare, and that one is trembling with fear: and paws, and tail, and antennae. The wolf snapped his teeth, and zainka burst into tears, scared even more. And then, as the earth trembles, as the bushes crackle, and the bear comes out into the clearing. It's time for the wolf to be afraid. He abandoned the hare, and that was gone. That's how the bear saved the rabbit from the wolf.

3) One day we went to the forest. They took a basket each and went along the path. We see – a whole family of mushrooms is standing. The legs are strong, white, the hats are brown, firm. Not mushrooms, but a sight to behold! We have collected baskets full of real white mushrooms!

The following task helps to check and consolidate the ability to determine the composition of a word, constructing a word according to a given scheme: Build a scheme of words, come up with as many words as possible for each of the resulting schemes:

1) table, grass, blockage, mushrooms;

2) primorsky, field, tiger cub, exit;

3) flight, cat, cutting, bunny.

Task aimed at differentiating perfect and imperfect verbs: using different prefixes, form specific pairs of verbs: pour, run, throw, build, erase, write, drive, paint. The winner is the team that not only correctly and quickly proposed a specific pair, but also used the maximum number of different consoles. A task aimed at the formation of complex words and vice versa: Name it in one word: pricks ice, measures water, carries milk, removes thunder, catches mice, conducts gas, breeds bees, time to mow hay, cleans the air, steams. – And now come up with phrases for the other team, on the basis of which new words can be formed.

It is important that after completing each task, students, together with the teacher, reflect on their activities, noting the advantages and disadvantages of completing the task. At the end of each lesson, the results of the work of each group and each child within this group are summed up. According to the results of an extracurricular activity or a cycle of classes, students can earn a real mark in the Russian language, which also has a positive effect on the motivation of younger students.

The activity approach, implemented by the example of using the above interactive techniques and forms of work of the Russian language circle, helps in solving a number of educational and educational tasks: by obtaining and consolidating knowledge and skills in word formation, children enrich their own speech stock, simulate a speech situation, learn to creatively approach overcoming problems, find a way out of the situation and argue their point of view, evaluate their own and others' statements, learn how to interact effectively in a team, etc.

In this article we offer a far from complete list of tasks developed and selected in the process of conducting a circle on the Russian language, they were selected according to the principle: "what is interesting to children", it was the students who chose them for publication.

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