

STAGES OF ACTIVATING LEXICAL SYNONYMS IN THE SPEECH OF PRIMARY SCHOOL STUDENTS

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ABSTRACT

This article explores the concept of synonymy and its content, the development of skills in the appropriate use of synonyms in speech situations that elementary students may encounter, and its development. Methods of step-by-step teaching of synonyms to young students in the process of primary education, the use of textbooks in the activation of synonyms in students' speech, as well as increasing the level of mastery of the phenomenon of synonymy in the native language. referred to. The amount of information provided to primary school students about the concept of synonymy depends on the nature of the concept, its linguistic nature, the degree of application in a particular functional style, as well as the age characteristics of the students. It will be more effective to include more detailed theoretical information on synonymy in the native language for primary school students in providing them with the information they need to activate lexical synonyms in their speech. Teaching young learners new concepts in an inductive way is effective as it takes place in the process of actively learning them.

Keywords: *speech, elementary school, synonyms, vocabulary, lexical words, thinking, method, linguistic, dictionary, etymology, textbook, activation, inductive, stylistic synonyms.*

BOSHLANG'ICH SINF O'QUVCHILARI NUTQIDA LEKSIK SINONIMLARNI FAOLLASHTIRISH BOSQICHLARI

ANNOTATSIYA

Ushbu maqolada sinonimiya tushunchasi va uning mazmunini o'rganish, boshlang'ich sinf o'quvchilari duch kelishi mumkin bo'lgan nutqiy vaziyatlarda sinonim so'zlardan o'rinli foydalanish ko'nikmalari, uning rivojlanib borishi ta'kidlanadi. Sinonim so'zlarni boshlang'ich ta'lim jarayonida kichik yoshdagi

o'quvchilarga bosqichma-bosqich o'rgatish usullari, sinonim so'zni o'quvchilar nutqida faollashtirishda darsliklardan foydalanish hamda ona tilidagi sinonimiya hodisasini o'zlashtirish darajasini oshirib borishi haqida so'z yuritiladi. Boshlang'ich sinf o'quvchilariga sinonimiya tushunchasi haqidagi ma'lumotlarni berishning miqdori tushunchaning o'ziga xos xususiyatiga, uning lisoniy tabiatiga, ma'lum bir funktsional uslubda qo'llanish darajasiga, shuningdek, o'quvchilarning yosh xususiyatlariga bog'liq. O'quvchilar nutqida leksik sinonimlarni faollashtirish bo'yicha ularga zaruriy ma'lumotlarni yetkazishda boshlang'ich sinflar uchun ona tili darliklariga sinonimiyaga oid nazariy ma'lumotlarni batafsilroq kiritish samaraliroq bo'ladi. Kichik yoshdagi o'quvchilarga induktiv usulda yangi tushunchalarni o'rgatish ularni faol bilish jarayonida sodir bo'lishi bilan samaralidir.

***Kalit so'zlar:** nutq, boshlang'ich sinf, sinonim so'zlar, so'z boyligi, leksik so'zlar, tafakkur, metod, lisoniy, lug'at, etimologiya, darslik, faollashtirish, induktiv, stilistik sinonimlar.*

ЭТАПЫ АКТИВИЗАЦИИ ЛЕКСИЧЕСКИХ СИНОНИМОВ В РЕЧИ МЛАДШИХ ШКОЛЬНИКОВ

АННОТАЦИЯ

В данной статье исследуется понятие синонимии и ее содержание, формирование навыков уместного употребления синонимов в речевых ситуациях, с которыми могут столкнуться учащиеся начальной школы, и ее развитие. Методика поэтапного обучения синонимов младших школьников в процессе начального обучения, использование учебников в активизации синонимов в речи учащихся, а также повышение уровня овладения явлением синонимии в родном языке. Объем информации, предоставляемой учащимся начальных классов о понятии синонимия, зависит от характера понятия, его языковой природы, степени применения в том или ином функциональном стиле, а также возрастных особенностей учащихся. Более эффективным будет включение более подробной теоретической информации о синонимии в родном языке для учащихся начальных классов в обеспечение их информацией, необходимой для активизации лексических синонимов в их речи. Обучение младших школьников новым понятиям индуктивным способом эффективно, поскольку происходит в процессе активного их изучения.

Ключевые слова: речь, начальная школа, синонимы, лексика, лексические слова, мышление, метод, лингвистический, словарь, этимология, учебник, активизация, индуктивные, стилистические синонимы.

INTRODUCTION

It is necessary to skillfully combine the study of grammar with the study of vocabulary, taking into account the disclosure of the semantic side of linguistic forms, as a necessary condition for the education of correct grammatical thinking in the "correct development of the thinking" of elementary school students. ". Many experts say that since young schoolchildren have not yet mastered linguistic terminology during primary education, they are given lexical materials in textbooks with almost no grammatical rules, theoretical information, understandable tasks and one of the most effective ways to teach language phenomena while working with dictionaries for children.

Working on synonyms at school is important as one of the promising directions of the method of enriching students' vocabulary. S. Abakumov and M. Solonino consider synonyms to be "the basis of all work on increasing students' vocabulary." Knowing the synonyms of the Uzbek language enriches the students' speech and its importance in the composition of the text was also studied in the scientific research of O. Okhunjonova.

LITERATURE ANALYSIS AND METHODS

The cognitive process of primary school students is important as it is directed to understand the main content of words in our language and overcome the psychological pressures of concept formation in various educational subjects, including mother tongue classes. The amount of providing primary school students with information about the concept of synonymy depends on the specific nature of the concept, its linguistic nature, the level of use in a certain functional style, as well as the age characteristics of the students. It will be more effective to include more detailed theoretical information about synonyms in native language lessons for primary grades in order to provide them with the necessary information on activating lexical synonyms in students' speech. At the moment, there are not enough theoretical information and exercises to strengthen the concept of synonymy in elementary school mother tongue textbooks.

RESULTS AND DISCUSSION

Mastering the concept of synonymy means not only understanding its essence and main signs, being able to distinguish it from other lexical concepts, but also

forming the ability to use it correctly and appropriately in the process of speech communication. Accordingly, it is necessary to organize the study, knowledge, and disclosure of the meaning of the concept of synonymy in such a way that the semantic characteristics of synonymous words and the conditions of their use in speech with specific signs should be clearly distinguished in the students' perception. In order for elementary school students to express their thoughts clearly, clearly and expressively in their mother tongue, they should have enough vocabulary.

Accordingly, it will be more effective if elementary school students are taught the theoretical information that they need to learn and know step by step. First of all, students need to define synonyms (with words that students can understand and their etymology);

At the next stage, information about the concept of a synonymic series and its main word, and at the next stage, semantic synonyms (explained without terms), and at the last stage, specific features of stylistic synonyms (without terms) will be discussed. A step-by-step study of the phenomenon of synonymy helps students to consciously master the nuances of the meaning of words in a synonymous line, to distinguish between the same meaning that unites these concepts and the signs that differentiate them from each other.

However, it should be emphasized that there cannot be a clear boundary between the above-mentioned stages, because all the distinguishing features of synonymy are closely related to each other. The following steps can be distinguished in the acquisition of theoretical information related to the phenomenon of synonymy.

1st stage: revealing the meaning and essence of the concept of synonymy, familiarizing the term with its etymology (based on examples with pictures);

Stage 2: highlight the main word of the line, taking into account the ability and level of the students to master the concept of a synonymous line;

Stage 3: familiarization with semantic synonyms, practical demonstration of identifying the subtleties of meaning of synonyms, that is, words with similar meanings (for example: spring, spring).

4-that is, at the final stage, introducing stylistic synonyms and teaching their use in speech, that is, in various functional styles, with simplified theoretical information (practically using examples, such as great-great, great-great);

Because the step-by-step work increases the mastery of the phenomenon of synonymy in the native language among elementary school students. When the student gets an understanding of the unique aspects of the Uzbek language in the process of comparing the meanings of the words in the synonymous line, they will

feel proud of their native language. Therefore, if students learn synonyms in this way, they will develop the skills of using synonyms appropriately in speech situations.

At the first stage, when starting to familiarize primary school students with the phenomenon of synonymy, it should be remembered that the presented information is completely new for students, so it is appropriate to explain the concept of synonymy using an inductive method. Teaching young students new concepts in an inductive way is effective as it occurs in the process of their active learning.

CONCLUSION

Linguistic consciousness formed in children is closely related to cognitive consciousness, because both of them are the process of knowing reality and the product of this process. As a result, this method helps to develop the logical thinking of elementary school students and helps to develop their speech culture, to perfectly learn the meanings of synonyms in their native language from all angles. In addition, in this process, young students learn to analyze a linguistic phenomenon and compare language units representing a certain reality. Therefore, when introducing the concept of synonymy to elementary school students, it is necessary to offer students to observe the language material. Starting with the alphabet lesson, it is recommended to use the words "alphabet of the Uzbek language" or "alfavit". The words "alphabet" or "alfavit" are explained separately by the teacher to the students for observation. In this case, synonyms are formed in the minds of first graders without definition. When students use words with similar meanings in speech or writing, they gain an initial idea of the possibility of increasing vocabulary and not using the same word again. In order to confirm the existence of words with the same or similar meaning in the language, when the teacher explains a certain word to the students, its synonym is also mentioned, it will be easy for the students to identify the synonyms. . One of the main directions of teaching synonyms to students in primary school is that during the lesson, the teacher tries to explain various exercises and tasks, using synonyms. Or the students themselves are tasked with finding words that have the same meaning in Uzbek. Tasks of this type give effective results in developing students' grammatical knowledge, forming thinking skills and speaking skills.

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