



THE CRITICAL IMPORTANCE OF LEXICAL WORK IN RUSSIAN LANGUAGE ACQUISITION

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Abstract. The article examines the role of the dictionary in expanding students' vocabulary during the process of learning Russian. It studies various vocabulary words, their role in speech, as well as the ability to use them correctly. The article also discusses tasks and optimal types of exercises that help students use words accurately. In addition to traditional types of vocabulary work, ideas are expressed about innovative ways to increase vocabulary, develop speech, and broaden students' worldviews.

Key words: "Wheel of Fortune," "Fourth Wheel," dictionary, pronunciation, vocabulary, innovative methods, speech content, translation, phraseology, orthoepic dictation.

In our era, when science and technology are developing and economic and scientific ties with foreign countries are being established, the study of language and attention to it are increasing year by year. The dictionary plays a very important role in the study of any language. Therefore, the study and teaching of language impose great responsibility on our philologists and linguists. A linguistics teacher should put the issue of improving and enriching students' vocabulary first, because vocabulary work is not an additional part of the lesson but the basis for learning a language. In vocabulary work, the student must see, read, hear, and understand a new word.

Learning a language is a very complex process that requires a great deal of knowledge, time, patience, and diligence from both the student and the teacher. This is because the process of learning a language is carried out through listening, reading, speaking, and writing. There are different ways to learn new words, but there are also



important requirements for the process of learning a new word. Learning new words should not be a boring learning task for the student but should be fun and interesting.

When learning new words, attention is mainly concentrated on the following:

1. The orthoepic aspect (the word printed on the board must be pronounced);
2. The lexical aspect (defining the meaning of the word);
3. The orthographic aspect (correct spelling of the word);
4. Entering into context with other words (composition of words and sentences).

When teaching Russian in foreign language groups, it is necessary to proceed from the educational focus of the group. There are words that are spelled the same but have different meanings. The following vocabulary words are included:

The meaning of some words depends on their spelling (orthography), for example: *to wave* (a flag) – *to develop* (an ability); *to caress* (a dog) – *to rinse* (linen); *sons* (of mothers) – *sons* (of the Motherland); *teeth* (in humans, in animals) – *teeth* (on an instrument, on a machine), and others. When studying dictionaries, students are explained that incorrect spelling of words can lead to a change in their meaning.

When students fully understand and comprehend the meaning of a word, the positive impression increases their interest in it, and it is firmly retained in memory. Therefore, it is necessary not only to reveal the dictionary meaning of the word but also to fill it with life content. Problems arise when translating ambiguous words found in the text. A student who is not familiar with all the meanings of such words will probably have difficulty translating. One word can have several meanings. Depending on the meaning of the sentence, one can make the correct translation by discerning the meaning from which it comes.

For example, the word *time* has several meanings and can have different meanings in sentences:

1. *Meeting time* – means the time of the meeting;
2. *What time is it* – means what time it is now;
3. *Season* – means what time of year it is now.



In the sentence "This dress will suit a tall and slender girl," the word *will suit* means that the dress fits her. However, the word *will suit* also has the meaning of going somewhere, to a place of direction or destination, and also means *is suitable*. Due to ignorance of other meanings of the word, it can naturally be translated incorrectly. In this case, if each of the words is explained with examples, it will be more memorable and will increase the student's interest.

There are many such examples. During the lesson, writing new words on the board or briefly introducing them with translations is boring and ineffective for the student. When introducing these words, it is necessary to consolidate them by making sentences with them and repeating them in several lessons.

Increasing students' vocabulary means enriching the content of their speech. This is done not only by increasing the number of words but also by "intensifying" the existing stock. In this case, knowledge of phraseology is of great importance. The correct use of phrases in their proper place also enriches speech.

In the process of familiarization, it is more effective to use interesting methods, not limited to explaining their meaning. First of all, the story of their origin arouses great interest and broadens horizons.

To improve the acquisition of new words and enrich vocabulary, it is necessary to use various games. With idioms, you can play various linguistic games, for example:

- **"Wheel of Fortune."** *Fortuna* – in Roman mythology, the goddess of blind chance, happiness, and misfortune. She was depicted with a blindfold on her eyes, standing on a ball or wheel. The ball or wheel symbolizes instability, unreliability, and the constant changeability of Fortune. The expression "wheel of Fortune" is used in the meaning: "chance, blind luck."
- **"Scapegoat."** Religious books tell us that the ancient Jews had a special ritual. On the day of absolution, the high priest would lay both hands on the head of a live goat. This was a sign of placing all the sins of the people on the goat. The



goat, thus cursed, was driven out into the desert. It is quite clear that a scapegoat is a person who is blamed for someone else's guilt.

- **"The Fourth Odd One Out"** – Find the fourth odd phraseological unit in each column; explain why it is "odd" and make up a sentence with it.
 1. a dime a dozen
 2. a dime a dozen, a cat cried, headlong, a million miles, at a snail's pace, not a cat could fall in the blink of an eye
 3. word for word
 4. to get into trouble, exactly the same, to get to seventh heaven, it's written on water, to get into trouble, not a mosquito can get its nose into it to get into trouble.

And so, properly organized vocabulary work in class arouses interest in the language. Regular vocabulary work helps students increase their vocabulary, develop speech, and, in general, helps to form literacy skills. Words that are repeated regularly are strengthened in memory and help students apply them in practice.

The need to significantly improve the quality of communicative competence developed in the study of Russian as a foreign language requires the use of new technologies and teaching aids.

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