

| Research Article



Types of Teaching Exercises for Classes on Teaching Vocabulary of Russian as a Foreign Language

Makhmudova Dilafruz Salijanovna

Teacher of the Kokand State Pedagogical Institute

Abstract: The article discusses the process of teaching vocabulary of the Russian language at a pedagogical university, as a foreign language, using different types of exercises.

Keywords: language system, language material, listening, thematic correlation, principle of content, linguocultural competence.



This is an open-access article under the [CC-BY 4.0](https://creativecommons.org/licenses/by/4.0/) license

This stage of training, according to methodologists and teachers, is one of the most important and difficult periods; it is this period that, for the most part, determines the subsequent study of Russian as a foreign language.

Is it possible to introduce the learner to the language system as quickly as possible? How to select the necessary material for the first lessons from such a vast amount of language material? How to combine different types of language learning: writing, reading, speaking, listening? What methods and techniques are the most effective? These and a number of other equally significant questions arise before the teacher when he begins to develop and select educational material for teaching students Russian as a foreign language. In the conditions of studying foreigners in universities, the initial stage is allocated a year of study at preparatory faculties, in contrast to this, the I, II, III courses of the main faculties are called the basic, advanced stage of language teaching.

The main task of teaching Russian as a foreign language is to teach vocabulary. Teaching vocabulary is impossible without working on the semantics of a word. Therefore, the basis is to work with meaning, and therefore, the teacher needs to use the semantization of the word. Traditionally, there are several ways of semantizing lexical units.

Semantization can be used as one of the lesson elements in advertising text. It allows you to diversify the lesson and redirect the attention of the students.

When it comes to explaining the semantics of words, the term semantization is used. This is the main point in the work of a teacher, since it requires him to be able to assess the educational situation and correctly choose the most correct way of such an explanation.

There are several main ways to explain lexical units.

1. Visibility. There are three types of visibility: objective - demonstration of an object and its name; visual - presentation of drawings, diagrams, etc.; motor - demonstration of actions and

their names (students write down the material). Most effectively, with the help of various types of visualization, words are explained that denote: specific objects, spatial concepts. Visibility is very important at every stage. These means are called non-linguistic visibility.

2. Synonyms - most common in educational semantization of new words: food = food = dish, tasty = pleasant = tasty. It is very difficult to build a synonymous series, since everyday vocabulary does not form synonymous paradigms, but it is possible to use synonymous units that can be interchangeable. For example, serelat = sausage = salami, sausages = sausages, spaghetti = pasta = vermicelli.
3. Antonyms are one of the very effective methods of introducing new words: cold \neq hot, sweet \neq bitter.
4. Word-formation composition:
 - ✓ bun - bun, pack - pack;
 - ✓ milk - milk, apple - apple, chocolate - chocolate.
5. A strong semantizing context is the presentation of a new word in a context that allows students to guess what it means.
6. Translation - i.e. Using dictionaries, find out the meaning of new words.

In cases where it is possible to use all of the above methods of introducing new lexical material, a combined version of vocabulary presentation can be used.

Since the educational material is varied in structure, number of new language units and, most importantly, in terms of goals, i.e. according to the content of those educational tasks for the solution of which new material was compiled and presented, then the method of introducing new vocabulary is chosen each time taking into account these goals and objectives.

Techniques that will make it easier to memorize vocabulary:

- ✓ Multiple repetition of a word.
- ✓ Many words are difficult to remember, even repetition does not help. It is best remembered if the word is introduced at the moment of urgent need for it. The teacher immediately introduces the word into the students' memory, while creating situations of need for the word. It is important that the need arises naturally.

Consolidation of new vocabulary and control of assimilation.

This type of work is carried out in a system of exercises and during complex training. The purpose of the exercises is to develop the skills and abilities to use the presented lexical material (through actions and tasks with it, which allows it to be fully assimilated and remembered). Considering this problem of mastering new vocabulary, we are immediately faced with two problematic questions: the relationship between the time of the process of introducing words and exercises and the form of the first block of exercises.

It is recommended to initially perform the exercises immediately after introducing new vocabulary and orally, because it is necessary to form auditory-motor images of new words and constructions, regardless of whether they are intended for productive or receptive possession. The auditory and articulatory images presented above must, without being relegated to the background, be supplemented with visual and written images. Therefore, homework should include both oral and written exercises.

Preparatory exercises of the productive type:

The teacher describes the product, examines it together with the students, and then the students are offered various visual materials in the form of a presentation, sheets on the board, or packaging of some food products. Teacher: In front of us is a pack of long grain rice. Rice is a white grain. The cereal is packaged in 5 bags of 100 grams each. This makes it very convenient to cook rice. Also, the cereal does not need to be washed and sorted, it does not burn and the side dish always turns out crumbly!

Preparatory exercises of the receptive type.

These exercises are similar to those listed above, but still differ from the first ones in the nature of their implementation. The purpose of these exercises is to teach to understand and recognize words in different contexts, and therefore students will use a list of words or text to fill in the blanks, answer a question - find answers among the data, perform an exercise on grouping words, will rely on formal signs (root, prefix, suffix).

Speech exercises of a productive type.

The goal of this type is to prepare students for a monologue or dialogue, this determines their communicative nature, that is, students come as close as possible to the conditions of real communication.

Exercises are one of the main means of teaching vocabulary, but we should not forget about learning words while doing homework.

Consolidation of new lexical material will not be effective without an accurate and complete system of control and correction of errors. It is very important to carry out ongoing monitoring of students' written work, as well as correct errors.

Control will enable the teacher to monitor the state of affairs in the group, provide information about the dynamics of eliminating errors and constantly accumulating material for ongoing and stage-by-stage control. All this will provide opportunities for an individual approach to learning and will develop independent work skills.

Literature:

1. Капитонова, Т. И. Методика обучения русскому языку как иностранному на этапе предвузовской подготовки / Т. И. Капитонова, Т. И. Московкин. – СПб.: Златоуст, 2006. – 272 с.
2. Капитонова, Т. И. Методы и технологии обучения русскому языку как иностранному / Т. И. Капитонова, Л. В. Московкин, А. Н. Щукин. - М. : Русский язык. Курсы, 2009. - 312 с.
3. Ковалева А.В. Этапы работы с лексикой при обучении РКИ / А.В. Ковалев // Вестник ВГУ. 2019. № 2. С. 231-235.
4. Лебединский, С. И. Методика преподавания русского языка как иностранного : учебное пособие / С. И. Лебединский, Л. Ф. Гербик. - Мн., 2011. - 309 с.