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РЕЗЮМЕ. Maqolada mamlakatimizda fizika o'qitish metodikasi sifatini oshirish maqsadida "Ta'lim jarayoniga samarali zamonaviy interfaol o'qitish texnologiyalari" kabi muhim pedagogik tamoyilni joriy etish haqida so'z boradi. Bunda "Klaster", "Insho", "BYOD", "Galereya" usullaridan samarali foydalanishga intilamiz. Bulardan foydalanib, ularda erkin fikrlash, ijodiy va intellektual fikrlash, o'z fikrini aniq ifodalash, o'zgalar fikrini himoya qilish, tanqidiy fikr bildirish kabi ko'nikmalar hosil bo'ladi.

РЕЗЮМЕ. В данной статье говорится о внедрении такого важного педагогического принципа, как «эффективные современные интерактивные технологии обучения в учебный процесс» с целью повышения качества методики преподавания физики в нашей стране. При этом мы стремимся эффективно использовать методы «Кластер», «Эссе», «BYOD», «Галерея». Используя эти они обладают способностью мыслить свободно, мыслить творчески и интеллектуально, ясно выражать свои мысли, защищать мнение других и выражать критические взгляды.

SUMMARY. This article discusses the introduction of such an important pedagogical principle as "effective modern interactive teaching technologies in the educational process" in order to improve the quality of physics teaching methods in our country. At the same time, we strive to effectively use the methods "Cluster", "Essay", "BYOD", "Gallery". Using these they have the ability to think freely, think creatively and intellectually, express their thoughts clearly, defend the opinions of others and express critical views.

HISTORY OF THE DEVELOPMENT OF DICTIONARIES AND THE USE OF VOCABULARY WORK IN RUSSIAN LANGUAGE CLASSES

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Tayanch so'zlar: lug'at, lug'at tuzish, lug'at ishi, izohli lug'atlar, rus tili, metodika, dars, o'qitish, leksikografiya.

Ключевые слова: словарь, составление словаря, словарная работа, толковые словари, русский язык, методика, урок, обучение, лексикография.

Key words: dictionary, dictionary compilation, dictionary work, explanatory dictionaries, Russian language, methodology, lesson, teaching, lexicography.

Introduction. A dictionary is a book in which information is organized by dividing it into small entries sorted by title or subject. The term "dictionary" is also used to refer to the entire set of words in a language (in other words, its vocabulary) and is contrasted with the term "grammar," which refers to the set of rules for constructing meaningful speech segments from words [1].

The linguistic science that deals with the development of methods for compiling dictionaries is called lexicography.

Methods. This study examines the role of dictionary work in Russian language lessons through a review of historical and contemporary sources. It categorizes dictionaries used in classrooms and analyzes their effectiveness in vocabulary development. Various instructional techniques such as explanatory dictionaries, antonym-synonym exercises, etymological analysis, and individual student-maintained dictionaries are assessed. The research also considers structured dictionary work methods, including:

1. Explanation of new words.
2. Pronunciation practice.
3. Active integration into speech and writing.

A comparative analysis of different dictionary types (explanatory, etymological, orthographic, and bilingual) and their application in Russian language lessons was conducted.

Modern dictionaries are of fairly recent origin. They appeared in the period following the invention of printing in the mid-15th century. Before that, there were so-called

glossaries - handwritten lists of words that were often found in ancient books, especially in classical Greek and Latin literature. A scholar or copyist, having guessed the meaning of an unfamiliar word, wrote it between the lines or in the margins; a separate note was called a gloss (from the Greek glossa 'language, word'). The earliest glosses known to science date back to the 25th century BC (Sumer). Handwritten glossaries have always been in demand. A large number of copies were made of them, and later, when books became much cheaper with the development of printing, dictionaries were among the first printed books [2]. The issues of creating a dictionary, as well as dictionary work, attracted the attention of methodologists and teachers of the Russian language. Thus, F. I. Buslaev in 1844 recommended that teachers of the native language "develop the innate gift of speech in a child." I.I.Sreznevsky in 1860 advised teachers to enrich children with "words and expressions suitable for this purpose," to ensure that "no words remain unknown to their memory and incomprehensible to their minds," to teach them to use words and expressions, to pay reasonable attention to the meaning of words and expressions. K.D.Ushinsky wrote that it is necessary "through words to introduce the child into the realm of the spiritual life of the people" [3].

The issue of enriching the vocabulary of a modern schoolchild is very relevant today, especially in national classes. In the context of scientific progress, more and more new words come into use, many of which are difficult and incomprehensible. Therefore, the primary task of a Russian

language teacher is to work on enriching and clarifying the vocabulary of students: the more words a person knows, the more accurately communication between people is realized both orally and in writing.

Each teacher should organize work in Russian language lessons so that the student learns to think, analyze, compare, and independently draw conclusions during the learning process. And for this, he needs a rich vocabulary, well-developed coherent speech. In this regard, there is a need to use dictionaries in Russian language and literature lessons.

Various dictionaries are used in Russian language lessons in national classes: explanatory dictionaries; dictionaries of antonyms, homonyms, synonyms, paronyms; phraseological dictionaries and collections of catchphrases; etymological dictionaries; spelling and orthoepic dictionaries; word-formation dictionaries; dictionaries of foreign words; dictionaries oriented toward practical use of the language.

Such a type of work as variable dictation, providing greater independence, has proven itself well. It is better to conduct the check according to the "Dictionary" of the textbook, according to the individual dictionary, which the students themselves keep. The main goal of teaching the Russian language is to instill in students the desire to master the riches of the language. Mastering the necessary knowledge and riches of the native language is unthinkable without constant reference to the relevant linguistic reference literature.

Working with a dictionary is labor-intensive, so not only schoolchildren, but also students do not know which dictionary to consult in a given case. Untrained in the rules and techniques for extracting information from dictionaries, they prefer not to use them at all. One of the verbal means of communication is a word. In order to fully use it in their speech, a student must understand its meaning, be aware of the peculiarities of use, both orally and in writing. Lexicographic work allows you to solve this problem.

Lev Vladimirovich Shcherba identified the following six oppositions of dictionaries:

1. academic dictionary - dictionary-reference;
2. encyclopedic dictionary - general dictionary;
3. thesaurus - ordinary (explanatory or translation) dictionary;
4. ordinary dictionary - ideological dictionary;
5. explanatory dictionary - translation dictionary;
6. non-historical dictionary - historical dictionary [4].

Explanatory dictionaries are linguistic dictionaries that explain the meanings of words and phraseological units of a particular language by means of that language. Explanatory dictionaries are often comprehensive, that is, their dictionary entries contain not only definitions of the meaning of a word, but also information about its spelling, pronunciation features, stress placement, grammatical and word-formation properties, the stylistic and functional spheres to which the word belongs, typical combinations and phraseological units in which it can be used, its syntagmatic and paradigmatic connections.

Explanatory dictionaries occupy an important place in modern Russian lexicography. An explanatory dictionary is designed for a wide range of readers; it is not only a reference guide, but also a means of teaching schoolchildren and expanding their range of linguistic understanding. It is no coincidence that historically, explanatory dictionaries were the earliest to be compiled.

An important task of explanatory dictionaries is to reflect the active vocabulary of the language of a certain period. Explanatory dictionaries explain the meanings of words, give instructions on the pronunciation of words and their spelling, and also describe their shades, provide grammatical characteristics of words. In explanatory dictionaries, you can find stylistic notes, illustrations of the use of words, both in free and in phraseological phrases.

In the domestic history of the creation and development of explanatory dictionaries, the "Dictionary of the Russian Academy" (1789-1794) stands out as the first explanatory dictionary of the Russian language. D.I.Fonvizin, G.R.Derzhavin, I.F.Bogdanovich were engaged in collecting materials for the dictionary. This dictionary was subsequently revised and published in 1806-1822. The next explanatory dictionary of the Russian language was compiled by P. Sokolov and published in 1834 under the title "General Slavic-Russian Dictionary". The author of the dictionary participated in the work on compiling the first two academic dictionaries, so he transferred many articles from there. The interpretations of words are given more successfully, the grammatical characteristics of the word are described in more detail. The next important stage in the development of domestic lexicography is considered to be the creation of the four-volume "Explanatory Dictionary of the Living Great Russian Language" by V.I.Dahl. The work on this dictionary turned out to be quite labor-intensive and thorough, taking 53 years. V.I.Dahl based the dictionary on folk speech, paying attention to common and dialect vocabulary. The dictionary consists of two hundred thousand words and thirty thousand proverbs.

Among the explanatory dictionaries of the Russian language of the Soviet era, the first place by merit belongs to the "Explanatory Dictionary of the Russian Language" (1935-1940, vol. 1-4) edited by Professor D.N.Ushakov. This dictionary is a standard dictionary of the modern literary language. Its standard nature is clearly reflected in the instructions on the meaning of the word, its grammatical properties, expressive and stylistic qualities, spelling and literary pronunciation. In total, the dictionary contains 85,289 words. In an updated form, the "Explanatory Dictionary of the Russian Language" edited by D.N.Ushakov (in 4 volumes) was created by a group of scientists (V.V.Vinogradov, G.O.Vinokur, B.A.Larin, S.I.Ozhegov, B.V.Tomashevsky, D.N.Ushakov) [5]. For the development and formation of universal educational actions, it becomes relevant to organize the process of educational activities aimed at enriching the vocabulary of schoolchildren, which confirms the need to use explanatory dictionaries in lessons. With the systematic and diverse use of various explanatory dictionaries, it is possible to achieve a significant enrichment of the vocabulary of students in order to improve the level of their speech development. Working with an explanatory dictionary is aimed at the full development of students' speech, which is necessary for the accurate perception and interpretation of adult speech, conscious reading of books, as well as to ensure the correct assimilation of vocabulary by students. In support of the idea of developing a system of students working with explanatory dictionaries, textbook publishers offer students, in a variety of ways, to refer to different explanatory dictionaries as they complete assignments.

It should also be noted that students are often given assignments in class - to compile and maintain their own dictionary of difficult words. Working with vocabulary words that are part of phraseological units allows not only

to strengthen spelling skills, but also to enrich the vocabulary of students, cultivating an attentive attitude to words and linguistic intuition.

What are the tasks of vocabulary work at school? It combines 4 areas:

Firstly, enriching the vocabulary, i.e. learning new words that students did not know at all, new meanings of words;

Secondly, clarifying the vocabulary, i.e. deepening the understanding of already known words. Finding out their shades, differences between synonyms, selecting antonyms, analyzing polysemy, allegorical meanings;

Thirdly, activating the vocabulary, i.e. transferring as many words as possible from the passive dictionary to the active dictionary;

Fourthly, eliminating non-literary words sometimes used by schoolchildren, correcting erroneous stresses and pronunciations. Naturally, the four areas of work are closely interconnected. What is meant by enriching vocabulary in addition to what has already been said: this is a qualitative enrichment of the vocabulary or the acquisition of new meanings of known words, their compatibility and expressive possibilities.

Work on a new word can consist of the following stages:

1. Explanation of the meaning of the new word;
2. Acquisition by students of the pronunciation of the new word;
3. Consolidation and activation of the new word in speech.

Results. The study highlights the essential role of dictionaries in the development of students' linguistic skills. The analysis demonstrates that systematic dictionary work significantly improves:

- Vocabulary expansion and comprehension.
- Grammatical accuracy and pronunciation.
- Writing and verbal communication skills.

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РЕЗЮМЕ. Мақоллада та'лим миллий тilda olib boriladigan maktablarda o'quvchilarning rus nutqini boyitish va rivojlantirish uchun rus tili darslarida lug'atlarning turli turlari bilan ishlash, lug'atlarni tuzish, o'rganish va lug'at bilan ishlash mavzusi muhokama qilinadi.

РЕЗЮМЕ. В статье рассматривается тема работы с разными типами словарей, история составления словарей, изучения, словарная работа на уроках русского языка для обогащения и развития русской речи учащихся школ с национальным языком обучения.

SUMMARY. The article discusses the topic of working with different types of dictionaries, the history of compiling dictionaries, studying, vocabulary work in Russian language lessons to enrich and develop Russian speech of students in schools with the national language of instruction.

Students who engage in regular dictionary work show greater lexical awareness and fluency. The research also identifies challenges such as students' reluctance to use dictionaries due to lack of training in lexicographic skills.

Discussion. The findings reinforce the necessity of integrating dictionaries into Russian language instruction, particularly in multilingual classroom settings. A structured approach to vocabulary work allows students to build linguistic competence effectively. Moreover, dictionary work contributes to cognitive skills development, as it encourages critical thinking, analytical skills, and independent learning. The research supports Lev Vladimirovich Shcherba's classification of dictionaries and their role in lexicography. Explanatory dictionaries are particularly useful as they provide definitions, grammatical properties, and contextual usage. The study also finds that using personal student dictionaries enhances retention and engagement with new vocabulary. Despite its benefits, dictionary work requires careful guidance. Teachers should implement methods that make lexicographic work engaging and accessible. Practical recommendations include:

Encouraging students to compile personal glossaries.

Using digital and print dictionaries in classroom exercises.

Organizing activities such as synonym-antonym challenges and phraseological analysis.

Conclusion. This study underscores the importance of dictionary work in Russian language lessons, particularly for students learning in non-native environments. A well-structured approach to vocabulary expansion, supported by diverse dictionary types, significantly enhances students' linguistic skills. Teachers play a crucial role in promoting effective dictionary use, ensuring students develop the habit of consulting lexicographic resources regularly. Further research should focus on digital dictionary tools and their impact on vocabulary acquisition.