



## Theoretical foundations of vocabulary work with preschool children

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### ABSTRACT

The essence of vocabulary work in a preschool educational organization is to systematize educational work aimed at helping children master words that are familiar or unfamiliar to them, but considered difficult for them, and improving their speech culture. Arming children with words that they learn with difficulty in their practice, do not recognize at all or at all, and pronounce in a distorted form requires considerable pedagogical efforts. Information on psychology, linguistics, physiology helps to determine the range of such words for children of different age levels.

### Keywords:

Vocabulary Work, Language Lexicon, Educator, Dialect Lexicon, Literary Norm, Uzbek Language, Sources Of Enrichment, Language Development, Children's Lexicon.

Enrichment of children's vocabulary is carried out simultaneously with introducing them to the surrounding world. The educator, while introducing a word to the child and revealing its meaning, teaches him to have the correct attitude towards the object or phenomenon whose name is mentioned.

When conducting vocabulary work, the educator influences the child's general speech culture, introduces him to generally accepted literary words and expressions, expresses them in the correct sound and grammatical form, thereby eliminating (prohibiting) the dialect lexicon found in children, replacing them with literary norms.

The term "vocabulary acquisition" means not only mastering the word, understanding it, but also its definite application, use in speech activity.

One can speak about a person's high speech culture, the richness of his vocabulary only when it is "heard", adorns a person's lively speech.

The main aspect of vocabulary work is not just introducing new words to children, but also introducing them into active speech.

Vocabulary work in a preschool educational organization consists in systematically enriching the active vocabulary of children with unfamiliar or difficult words.

The vocabulary of the Uzbek language is in a process of continuous historical development. Changes in it are primarily associated with human production and the development of society. With the emergence of new things and phenomena, new concepts and words that name them also appear. In addition, some previously existing words are updated, their meaning changes, and many words go out of circulation. When conducting vocabulary work with children, it is necessary to take into account the developmental nature of the word.

The vocabulary of the Uzbek language is formed by the lexicon in general use. This is a group of words that are understandable to people speaking the Uzbek language without additional explanations and are necessary for communication. It was created over a long period of time. This lexicon includes various parts of speech. Since the content of vocabulary work in a preschool educational organization is mainly made up of vocabulary in general use, the educator needs to enrich children's speech not only with nouns, but also with verbs, countable words, prepositions, adjectives and other parts of speech. It is also necessary to enrich children's vocabulary with folklore elements (my lamb, my mare, my mother and daughter), since in certain cases (retelling lessons, storytelling, staging, games, etc.) they are deliberately invited to be included in children's speech, and then special emotional aspects (caressing, comforting, begging, etc.) can decorate the child's everyday speech.

The specificity of vocabulary work is the prohibition of the use of colloquial words, vulgarisms, which are considered a deviation from literary norms.

In addition, it should not be forgotten that there is a phenomenon of prohibition of certain words in the language. In a preschool educational organization, we also have to face this phenomenon: for example, following the rules of etiquette, we teach children to replace words denoting going to the toilet with conditional images.

The content of vocabulary work includes familiarization with some examples of Uzbek phraseology.

It is necessary to teach preschool children, especially older children, to accept, understand, remember and use when appropriate certain words from folk phraseology that are accessible to them and simple in content, including stable turnovers of Uzbek folklore, proverbs and sayings. However, when carrying out this work, it should not be forgotten that children find it difficult to master the general meaning of the entire word combination, which is not related to the competing meaning of the word, its composition (for example, in the ear, in the seventh sky, etc.). Therefore, the educator should include in his speech expressions whose meaning is understandable to children in certain situations, or as a result of appropriate explanation. Such expressions include the following: "myself, simply", "the most shy", "the greatest wrestler", etc.

In each word, the following can be distinguished: its content or the meaning hidden in it; the sound composition of the word, its morphological structure.

When carrying out vocabulary work with children, it is necessary to take into account these three properties of the word.

In practice, it is often possible to encounter cases where children do not know the meaning of a word or distort its meaning (for example, anchor - a beetle. This is something that is thrown into the water). Also, it is possible to encounter cases where the sound composition of a word that is familiar to children due to its content is distorted (tram, library, cutlet, compote, etc.). It is necessary to patiently correct these distortions, as well as monitor the correct pronunciation of new words in children. Knowing the complexities of the morphological system, the educator can deliberately draw the attention of children to the grammatical aspect of some words, their connection with words. For example: The collar of the coat is beaver-like. The coat also has a hanger, etc.

In some cases, the educator should use special methods to reinforce the correct stress in words that are sometimes pronounced incorrectly in the speech of others (for example, speed - picture).

When introducing children to certain nouns, the educator should emphasize their type, use the

noun together with adjectives, paying attention to the ending of the adjective: coat - small, shirt - beautiful, red - white, mouse - gray, etc.

The main volume of the vocabulary is made up of words with independent meaning (nouns, adjectives, adverbs, verbs). These are the most fully-fledged words, they serve as nouns. They express a concept and serve as the basis of a sentence (i.e., act as possessive, participle, determiner, complement, case). Ultimately, the enrichment of children's speech should be carried out primarily in the field of words that have an independent meaning.

It is much more difficult for children to master counting words.

Enriching children's speech with counting words occurs mainly in activities aimed at forming mathematical ideas in them, and the activation and consolidation of these words should be a special topic of vocabulary work in native language classes.

At preschool age, a child should have such a vocabulary that it would allow the child to communicate with peers and adults, successfully study at school, understand literature, television and radio broadcasts. Therefore, preschool pedagogy considers the development of vocabulary as one of the important tasks of speech development.

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