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**ПРИЁМЫ СЕМАНТИЗАЦИИ ЛЕКСИКИ НА ПРИМЕРЕ ЛЕКСИКО-  
СЕМАНТИЧЕСКОЙ ГРУППЫ СУБСТАНТИВОВ СО ЗНАЧЕНИЕМ  
“ДОМ” В РУССКОМ ЯЗЫКЕ КАК ИНОСТРАННОМ**

**Аннотация:** В статье анализируются различные способы семантизации лексики на начальном этапе. При этом рассматриваются как положительные, так и отрицательные стороны каждого из них. Приводятся примеры использования способов семантизации.

**Ключевые слова:** семантизация, способы семантизации, начальный этап обучения, русский язык как иностранный, инновации в образовании.

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**METHODS OF SEMANTIZATION OF LEXICO ON THE EXAMPLE OF  
THE LEXICO-SEMANTIC GROUP OF SUBSTANTS WITH THE VALUE  
“HOUSE” IN RUSSIAN AS A FOREIGN LANGUAGE**

**Abstract:** The article analyzes various ways of vocabulary semantization at the initial stage. In this case, both the positive and negative aspects of each of them are considered. Examples of using the methods of semantization are given.

**Key words:** semantization, methods of semantization, the initial stage of education, Russian as a foreign language, innovations in education.

Learning vocabulary is one of the most important things to start with. Moreover, it is this aspect that seems to be a difficult methodological task. This complexity is noted by BV Belyaev: "Of all the main aspects of a foreign language that must be practically assimilated by students in the learning process, vocabulary should be considered the most important and essential from a psychological point of view, because without a vocabulary, even insignificant, language is impossible. Meanwhile, the practice of teaching shows that it is with vocabulary that the situation is most deplorable "

These difficulties are due to a number of reasons:

- psychological characteristics of information perception;
- cognitive abilities;
- the influence of the native language;
- the level of language training.

SEMANTIZATION is the process of discovering the meaning of a word.

Semantization methods:

1. Use precision.

Helps to avoid translation. Helps memorize words. It is advisable to use it as an aid. Helps establish a link between speech and presentation.

2. Semantization using synonyms / antonyms.

The method is one language. Helps to establish the semantic nest of words. The time-saving method is not always appropriate because complete synonyms and antonyms are not available. It takes on the knowledge of words, so it's not convenient at first.

3. Semantization using known word formation methods.

1) word-formation suffix-prefix method;

2) accumulation.

3) conversion - this method allows you to insert a word into a specific paradigm, which helps to establish stronger paradigmatic connections of the given word, as well as to repeat the already learned words included in this category.

4. Translation.

5. Explanation.

Recommended by BV Belyaev as global, single acceptable. Used to reveal concepts that do not exist in students' native language. VN Nikolaev - the main criterion for the process of semantization is the comparative volume of meanings of words and phrases in the native language.

6. Develop linguistic assumption through context.

In the medium and large stage, all the difficulties are never overcome when the text is given, there is always a percentage of new words. Therefore, students guess the meaning of some words from context. It excludes translation and provides a certain degree of accuracy in understanding the meaning of a word, if the context is clear. Displays the word in the phrase, in the speech. Develops guessing, helps to make connections between words. Requires a level of language proficiency to a lesser extent than the definition.

7. Working with a dictionary.

Visibility, as you know, can be different: subject, image, visual action, sound, and context. The criteria for choosing a particular look are: availability, simplicity, and appropriateness. When using visual acuity (pictures, photographs), the accuracy of the interpretation must be clear. To semantize the word "building" with a picture, it does not have to describe a hospital or a school. The building in the photo should be collective, without individual characters. Using visual clarity, the teacher should make sure that the proposed picture is clearly visible to all students, that it is aesthetically pleasing. Today, video visualization is widely used

in training, where movement and sound are combined, lens and situational clarity, where using a frozen frame to visualize the emotions, object, expression that needs to be semantized can be emphasized.

The choice of semantization method in each individual case is determined by the nature of the word, the stage of the lesson, and the level of preparation of the students.

Skill Development Sequence:

1. Perception of the word in the process of working in speech.
2. Be aware of the meaning of the word.
3. Imitation.
4. Definition (ability to name object, object, action, quality).
5. Combination (the ability to combine a new word with those previously learned).
6. Use (based on independent choice of word and combination with others according to the speech situation).

When perceiving new information, students can use to a greater extent different analyzers: visual, auditory, kinesthetic, as well as various types of their mixing. Based on the knowledge of the specifics of each type of perception, the teacher must use different ways to explain new information. In this case, all students have the opportunity to better understand the information and remember it. At the same time, it should be remembered that each student has a certain inclination towards learning and cognition. It is these cognitive abilities that help some students learn new material easily and quickly, while others - to resort to repeated repetition. When learning a new language, we are faced with an additional difficulty - the influence of the native language. It is unambiguously difficult to assess the role of this factor. If the student's language has common features with the studied grammatical structure, similar lexical groups of words, the student will be able to quickly understand the new language and speak it.

In this case, the opposite situation is also possible, in which similar phenomena will only be misleading. For example, words similar in sound or spelling may have different lexical or grammatical meanings, sometimes even opposite ones. Therefore, the teacher should carefully think over the explanation of the new material, draw parallels of the studied language with the native one (especially in monolingual groups), but not reduce all training only to comparing the general and the different. In addition, when explaining new material, you need to remember the level of knowledge of the language. If the student is just starting to learn a new foreign language, the explanation will be simpler, with frequent repetitions and retrospection. Subject to knowledge of the language at a higher level, the teacher can use other techniques. All of the above features have a great influence on the teaching of vocabulary, including such a significant part of it as semantization. Semantization of vocabulary is the explanation of the meaning of new, unknown words to students in various ways.

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