
Mechanisms of Formation of Lexical Skills of Primary School Students

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Abstract: The article focuses on the development of language knowledge and language skills by parameters. First of all, the psychophysiological features of the language ability, its structure, complexity and insufficient knowledge of its main components, problems in the methodological literature are solved. Theoretical considerations are illustrated by examples.

Keywords: phonetics, creative album, morphology, skill, grammar, syntax.

In the conditions of modern life, the role of language is increasing as a means of accumulating, storing, processing and transmitting information. At the same time, the role of the personal factor in society is growing. Therefore, language proficiency is considered as the most important component of personality. It should be noted that recently the literary-colloquial and familiar-colloquial varieties, which are actively spreading in official communication, have received the status of independent speech cultures. These types of speech culture characterize a certain level of development of society and are associated, first of all, with an increase in the conversational nature of radio and television, a decrease in requirements for the texts of newspapers and magazines, as well as fiction. All this contributes to the degradation of the culture of speech, the destruction of the norms of speech communication that have developed over many centuries.

An aspect of the problem of a linguistic personality is the linguistic ability, represented by several interrelated elements: environment, training, upbringing and natural prerequisites (congenital anatomical and physiological features of the brain and nervous system).

The development of language personality and language abilities in accordance with the parameters can be represented as follows:

- the level of the lexicon is laid in the family, in preschool institutions and elementary school. It is here that the vocabulary is formed; the basic grammatical forms are assimilated. At this stage, the task of developing writing and speaking skills as a condition for studying other school subjects should be solved;
 - in the future, under the influence of various sources of information and in the process of speech activity, the linguistic personality replenishes everyday knowledge - cultural, historical, worldview, spiritual, etc. The first skills of stylistic organization of speech appear, the lexicon increases, grammar becomes more complicated, the rules of text formation are mastered ;
 - at the third stage of the formation of a linguistic personality and linguistic abilities, the acquired skills are consolidated, the creation of one's own idiostyle occurs . The idiostyle is characterized by an individual type of thinking, a certain type of speech thinking, dominant words, models, grammatical structures.
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However, with traditional teaching of the Russian language at school, the expected development of the most important components of the students' language ability does not occur. This is due, first of all, to the complexity and insufficient knowledge of the psychophysiological nature of the language ability, its structure, the main components (necessary for the language development of the individual), and the lack of development of the problem in the methodological literature. In our work, with the development of language abilities in the lower grades, we encountered certain problems, such as:

- Lack of formation of linguistic thinking when solving non-standard tasks.
- Unformed need to analyze linguistic phenomena and establish relationships between them.
- Unformed speech imagination, word creation; inability to build coherent text.

Therefore, the development of language ability in teaching the Russian language at school is a spontaneous, unregulated and, therefore, imperfect process.

This provision led to the creation in the primary grades of the course "Development of the language abilities of younger students."

The purpose of the course is to form a creative linguistic personality, improve (develop) the language abilities of students, based on the individual psychological characteristics of the individual, on the environment of development and education.

Course objectives:

- Formation of logical-linguistic and creative components that determine the ability of students to perform logical-linguistic and creative operations with language material.
- Improvement of the most important structures of the components of the language ability: a) logical thinking - possession of logical and linguistic operations; b) figurative thinking - the ability to compare verbal, pictorial images, find color equivalents, graphic.
- Formation of a special speech (creative) component (ability for sound imagination, word creation, possession of the ability to build coherent linguistic statements, the ability to build a literary text, possession of means of emotional expressiveness of written speech).

The course consists of several blocks that are interdependent, but, nevertheless, having relative independence:

1 block. Formation of initial phonetic representations. This block is presented by the methodological manual "Game techniques during the period of literacy".

2 block. Formation of a special language component. This block is presented by the educational-methodical manual "Young Experts of the Russian Language".

3 block. Formation of a special speech (creative) component. This block is presented by the teaching aid "Creative Album".

Our experimental study of the state of the language ability of younger schoolchildren was based on modern ideas about the patterns of its internal hierarchical organization, functioning on the basis of close interaction between two main components - semantic and grammatical. The experimental study was based on the idea of language ability as a kind of functional hierarchically organized system, which is a consequence of the reflection (and generalization) of the elements of the native language system, functioning according to certain unconscious rules. To study the language ability of younger students, we used the following methods:

- methods for studying language abilities: the Heidelberg test

- method of included observation of teachers
- Analysis of the state of language abilities of younger students.

The experimental study covered 92 students of grades 1–4 of gymnasium No. 56 in Izhevsk. The experimental study methodology included 6 subtests Heidelberg test adapted by N.B. Mikhailova. The use of this test made it possible to establish the degree to which the child has formed a system of language rules, as well as the rules for communicating with people, i.e. the ability to combine linguistic signs in accordance with the rules of the native language.

The criteria for evaluating the performance of experimental tasks were the following:

- learning morphological rules;
- ability to auditory differentiations;
- the state of articulatory capabilities;
- formation of grammatical and syntactic generalizations;
- the correctness of establishing semantic relationships between words, taking into account their meanings;
- the ability to group words taking into account generic relations;
- the ability to build a phrase, taking into account grammatical and syntactic rules;
- The ability to comprehend complex logical and grammatical relationships.

The speech material used in the course of the experimental study was selected taking into account the age characteristics of the children.

According to the results of the tasks, all the children were conditionally divided by us into three groups.

The *first group* included children with uniformly low performance of experimental tasks (8.3% of children). The low level of development of the language ability was manifested in a weak differentiation of lexical meanings, in difficulties in understanding and speech expression of spatial and temporal representations, and inaccurate understanding of generalizing vocabulary.

The *second group* was heterogeneous in composition. Relative unevenness in the performance of the proposed tests was noted in 25% of children, and the ratio of grammatical and semantic components was not the same. In some cases (16.7%), the greatest difficulties were caused by the establishment of the meanings of words, the independent identification of semantic relationships between words, the independent construction of a phrase, taking into account the semantic and grammatical patterns of the language. In other cases (8.3%), the formation of grammatical generalizations was carried out with great difficulty, while the semantic component of the language ability was formed in accordance with age standards. 33.4% of children made single mistakes when performing tasks when using more complex speech material.

The *third group* included 33.3% of children who demonstrated a high level of development of language abilities. They equally successfully coped with the tasks of comprehending logical and grammatical categories, as well as independently constructing grammatical and syntactic structures of varying complexity. The fulfillment of educational tasks in the lessons of the language cycle is also not difficult for these children.

The proposed course for 6 months. At the end of the classes, the children were tested again. A low level was shown by 4.5% of the subjects, which is 3.8% higher than previous studies. A

high level of development of language abilities was demonstrated by 40.7%.

Thus, the experimental study made it possible to distribute children into groups, taking into account the formation of language abilities, to identify the percentage of identified groups. The data obtained were also correlated with the level of knowledge quality in the subjects of the language cycle, as well as the results of pedagogical observations.

As a result of pedagogical observations, it was revealed that children with a low level of language abilities perform tasks only on specific material. Judgments are superficial. These children need repeated repetition of the task. They do not show particular interest in the subjects of the language cycle. When memorizing poetry, they experience difficulties. When retelling texts, sentences are built simple, since the vocabulary is rather poor. Often the semantic parts are rearranged. Distracted in the lessons, increased fatigue, which requires constant monitoring by the teacher. These children are slowly getting into work and switching from one task to another.

Children with an average level of development of language abilities easily focus attention. They are able to independently correct mistakes made in the language material. For the most part, these children are successful in the Russian language and literature. Their knowledge is stable, but when performing more complex language material, they make mistakes. They are quite active in the classroom.

Children with a high level of language abilities in the lessons of the language cycle show increased activity, quickly get involved in the work. At the lessons they listen attentively, they are ready and willing to answer, they easily switch from one task to another, they can work for a long time without getting tired. When memorizing, they always understand the structure and meaning of the material. Working in groups, they quickly grasp the essence of the material, are always among the first to complete tasks, and often offer their own original solutions.

Children with a high level of language abilities actively participate in extracurricular activities in the subjects of the language cycle. They study great.

The data obtained experimentally and through observations make it possible to determine the content and forms of teaching children in the lessons of the language cycle, as well as a differentiated approach to teaching children to read and write, the formation of grammatical generalizations in them, the expansion of vocabulary, and the formation of skills to independently build a coherent statement.

The formation of initial phonetic representations is a system of exercises, consisting of :

- acquaintance with the sounds of human speech, as the building material of the language;
- acquaintance with the main work of speech sounds;
- establishing the sequence of sounds in a word;
- learning to distinguish between vowels and consonants;
- training in syllable division ;
- Learning to find the stressed syllable.

The formation of a special language component is a system of exercises, consisting of :

Logical and language tasks:

- to highlight the essential features of concepts, categories, phenomena;
- on the recognition of a linguistic phenomenon in the text;

- for language analysis;
- to compare and differentiate similar linguistic phenomena;
- generalization, abstraction, classification;

Creative tasks:

- on the development of the creative component of logical thinking;
- filling in the missing words in the text;
- on the development of linguistic conjecture;
- to find and correct language errors;
- On the analysis of linguistic means that create emotional coloring of the text.

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