
Formation of Lexicographic Competence of Junior Students

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Annotation: The article deals with the issue of identifying the level of lexicographic competence of students. The object of the research is the process of formation of lexicographic competence in younger students. The purpose of this work is to determine the level of lexicographic competence and identify the conditions that contribute to its formation among primary school students.

Keywords: junior school age, competence, lexicographic competence, dictionaries.

The current stage of improving the teaching of the native language is characterized by a focus on the development of the younger student as a person who fully owns speech in all its forms. This criterion is one of the main indicators of developing teaching of the native language.

One of the components of the process of development of a linguistic personality is the formation of the ability to use dictionaries in educational and cognitive activities as a source of knowledge and a means of self-development [1]. The relevance of this issue is confirmed by the analysis of psychological, didactic, methodological literature. The use of dictionaries in the educational process corresponds to the activity approach (Yu.K. Babansky, L.S. Vygotsky, P.Ya. Galperin, V.V. Davydov, A.N. Leontiev, I.Ya. Lerner, S.L. Rubinstein, M.N. Skatkin, D.B. Elkonin). This problem is also considered in studies on psychology (I.A. Zimnyaya, L.P. Dobraev, I.G. Rubo, A.A. Leontiev, etc.), according to which different types of texts require different ways of reading and obtaining from them information [2].

With regard to elementary school, the issues of using dictionaries in the educational and cognitive activity of students began to be considered in the methodology of teaching the native language only in recent decades. The idea of the expediency of this type of work was covered in the publications of M.R. Lvova, T.A. Ladyzhenskaya, A.A. Bondarenko, and N.M. Neusypova. In this regard, the following direction stands out - the practical development of dictionaries focused on primary school age (M.R. Lvov, V.V. Repkin, E.N. Leonovich, N.M. Neusypova, A.A. Bondarenko).

Lexicographic competence includes the following elements: - motivational and value - the resources of accumulation, as well as the preservation of cultural and linguistic data; understanding of public and individual information obtained from a linguistic source; the need to refer to dictionaries to solve various communicative and cognitive tasks; - cognitive - solving linguistic problems with the help of dictionaries; understanding the significance of the linguistic dictionary; - operational -activity - the ability to find the most correct way to solve a problem, create a competent lexicographic query; the ability to correctly choose one or another dictionary, choose that dictionary from the variety of all linguistic dictionaries that will answer your question; - behavioral - the formation of work skills by finding the necessary data in different dictionaries in order to solve various cognitive and communicative tasks during classroom and extracurricular activities. During the period of teaching all school disciplines, elements of the lexicographic competence of younger students are formed. Students learn to receive information from various types of dictionaries and apply it not only in the classroom, but also outside of school hours.

One of the main areas of work of a primary school teacher in the lessons of a linguistic cycle is to develop the ability to work with a dictionary, i.e. to form cognitive and operational - activity components. In primary education, this type of activity has become widespread; from the very first stage of education, work with spelling dictionaries is already provided for, when the student independently and under the clear guidance of the teacher learns new information. From 2004 to the present day, the inclusion of all types of dictionaries has become a mandatory minimum for teaching younger students. In programs on the native language for elementary school, the content of work with dictionaries was specified to varying degrees: different dictionaries were offered that should be used by students (explanatory, orthoepic, spelling, etc.); fragments of lessons related to using a dictionary were presented (for example, the ability to find words that require clarification; using the alphabet when working with dictionaries and reference materials).

When studying the native language, not only the spelling and orthoepic dictionary of T.G. Ramzaeva, but "Brief Explanatory Dictionary" R.N. Buneeva and S.V. Ivanova, dictionary of grammatical difficulties by M.S. Soloveichik, dictionaries of synonyms, antonyms, homonyms, phraseological dictionary and dictionary of single-root words. However, even with the effective use of linguistic dictionaries by younger students, not all students are able to quickly and correctly navigate in dictionaries and find the necessary information. The low level of lexicographic competence of schoolchildren may be due to the following factors: - students are not aware of the motivational and value information that the linguistic dictionary contains. The student rarely turns to the dictionary on his own to improve learning outcomes, usually this happens at the request of the teacher; - the younger student practically does not realize the value of the information of linguistic dictionaries, therefore, does not seek to consolidate the skill of working with dictionaries; - in the learning process, those conditions are not always created that could have a beneficial effect on the active study of all subjects on their own with the help of dictionaries, which is a key moment in the process of mastering lexicographic competence.

"Formation in schoolchildren of the need to refer to dictionaries and the skills to work with them, the ability to extract from dictionaries the information necessary to solve educational problems in various disciplines, within the framework of project activities and in extracurricular work, should become one of the norms of education," is one of the main generally recognized measures in the "Guidelines for the formation of a culture of work with dictionaries of schoolchildren and teachers of educational institutions in in order to implement the provisions of the Federal State Educational Standard. When studying their native language, a younger student gets acquainted with his first dictionary for the first time. The student's acquaintance is laid at the early stages of studying all disciplines and forms the basis of the lexicographic competence of students, but only with regular use and productive work with the dictionary will the child feel the need to include dictionaries in the learning process.

The structure of the operational -activity component includes the following: 1) be able to formulate the purpose and objectives of accessing the dictionary; 2) correctly correlate the types of dictionaries in accordance with the request; 3) find the content in the dictionary and navigate the structure of different dictionaries; 4) find the necessary dictionary entry; 5) correctly understand and present information found in the dictionary. In addition to dictionaries, a set of exercises should be used in the educational process, which will be aimed at the formation of lexicographic competence. The Federal State Educational Standard recommends using exercises in pedagogical activity for more successful contact of the student with the dictionary. It is important not only the quantity, but also the quality of the student's access to the dictionary. The elementary school teacher in his work should pay great

attention to lexicographic publications.

Such publications include the spelling dictionaries of E.N. Leonovich and P.A. Grushnikova, a number of explanatory dictionaries by A.A. Bondarenko and M.L. Kusova, spelling dictionary A.A. Bondarenko and I.V. Gurkova, a dictionary of synonyms and antonyms by M.R. Lvov and complex dictionaries of V.V. Repkin and S.V. Zotova, representing the word in different aspects [3]. These publications were compiled in order to teach a child to work with a dictionary, the student must get used to the idea that a dictionary is a source of various information, it is necessary in the process of the entire training, and not just to find out the correct spelling and pronunciation of a particular word or phrases.

According to L.S. Vygotsky, during the period of mastering the school course, the student develops verbal and logical thinking. It contributes to the fact that other processes of cognition of the child begin to be rebuilt. When learning, a student constantly develops new qualities that help him in the educational process, these are qualities such as reflection, analysis, an internal action plan when solving a problem, etc. [4]. For a teacher, this is the most favorable age to: 1) develop learning motives, including the motives for working with a dictionary; 2) to form constant cognitive needs, which is perfectly realized in dictionaries; 3) develop effective methods and skills of educational activities. If, from the first days of training, the teacher regularly includes lexical tasks and exercises in which the dictionary should be used in classroom and extracurricular activities, then it will not be difficult to form lexicographic competence in children of primary school age.

There are a number of stages in the classroom and extracurricular formation of the ability to use dictionaries:

The first stage is preparatory. This stage gives students the opportunity to realize the importance, necessity and value of the correct use of reference literature.

The second stage contributes to mastering the ability to use a dictionary. At this stage, children get acquainted with the first dictionaries, for example, spelling, explanatory, etymological and orthoepic dictionaries. The teacher gradually introduces students to various types of dictionaries, as the need for them increases with the change in exercises in the process of studying primary school disciplines. At the second stage, the following are formed: 1) the concept of the connection between the purpose of using the dictionary and its name; 2) the ability to navigate in the dictionary and find the necessary information (for example, the last name, first name, middle name of the author, name of the dictionary, table of contents); 3) the ability to find words, using the alphabet and the contents of the dictionary. At this stage of learning, we can offer children exercises to increase the level of lexicographic competence. The exercises have an exploratory nature of solving the problem.

The third stage proceeds with a very active use of dictionaries. With their help, the assimilation of the entire primary school course, all terms, concepts, linguistic information takes place. During this period of mastering lexicographic competence, children learn to extract information from dictionaries for the correct execution of exercises, as well as choose additional information for general development or for further learning [5].

The fourth (final) stage forms the motives of self-learning with the help of dictionaries and their practical application in solving problems during classroom and extracurricular activities. This stage helps children to expand and deepen their knowledge in the school course of studying many disciplines without the help of an adult. The formation of lexicographic competence affects the enrichment of students' vocabulary. Usually, during the lesson, work with dictionaries is carried out sporadically. You should strive to ensure that the dictionary becomes a constant friend of the student when working in all lessons.

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