



ON THE PROBLEM OF FORMING AN ACTIVE DICTIONARY IN RUSSIAN AS A FOREIGN LANGUAGE

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ABSTRACT

The article considers the key characteristics of the process of forming an active dictionary in Russian as a foreign language. The role of the active dictionary in the process of formation of students' linguistic competence and outlook is determined. The author defines the role of the principle of minimization of lexical material in the formation of an active dictionary.

К ПРОБЛЕМЕ ФОРМИРОВАНИЯ АКТИВНОГО СЛОВАРЯ ПО РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ

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ABSTRACT

В статье рассмотрены ключевые характеристики процесса формирования активного словаря по русскому языку как иностранному. Определена роль активного словаря в процессе формирования лингвистической компетенции и мировоззрения учащихся. Автором определена роль принципа минимизации лексического материала в формировании активного словаря.

Introduction. In recent years, the Republic of Uzbekistan has been moving from the traditional methodology of teaching Russian as a non-native language to the methodology of teaching Russian as a foreign language. This process is historically and socially driven. In connection with the need to transition to a new paradigm of linguodidactics, there is an objective need to develop new approaches to teaching the Russian language to students of



schools with the Uzbek language of instruction. First of all, this concerns the problem of forming an active dictionary of students. There is an urgent need to develop criteria for the selection of words of the Russian language to be studied by students. In addition, there is a need to establish new traditions for the formation of lexical competence of students in the light of a communicative approach to teaching Russian as a foreign language.

Analysis of the literature on the topic. In the process of teaching Russian as a foreign language, the formation of an active dictionary is one of the key tasks. E.G. Asimov gives the following definition to this term: "An active dictionary is the same as an active vocabulary. Lexical units, which are especially often used to express thoughts in oral speech and writing, owning them productively. Depending on the level of language development An active dictionary in a native language can range from 300-400 to 1,500-2,000 words "[1]. It is no coincidence that vocabulary is therefore the object of research in many works on linguodidactics and educational psychology. Thus, the psychological aspects of teaching the vocabulary of a foreign language were covered in the works of B.V. Belyaev [2], I.A. Zimny [3], A.A. Leontyev [4] and others. Studies by E.I. Passova, E.S. Kuznetsova [5], B.C. Korosteleva [6], G.V. Rogova [7], E.N. Solovova [8], A.N. Shamova [9], etc. In these studies, the formation of an active dictionary is considered in the following aspects: as an integral component of teaching a foreign language in the reading process, as an element of the theory of lexical exercises, as a key concept of a semantic approach to teaching a foreign language. At the same time, the problem of forming an active dictionary in Russian as a foreign language among students at the level of V1 schools with the Uzbek language of instruction remains a little-studied area of linguodidactics.

Research methodology. Within the framework of this study, such methods as the analysis of special literature in the field of linguistics, psychology, psycholinguistics, methods of teaching foreign languages, linguodidactics, pedagogy, as well as monitoring the educational activities of students have found their application schools with the Uzbek language of instruction at level V1 (7.8.9 classes).

Analysis and results. The meaning and task of dictionary work in a school with the Uzbek language of instruction is determined by the main goal of teaching Russian as a foreign language, namely the need for practical mastery of the Russian language as a means of communication. Along with this, it is obvious that mastering speech without knowing a certain and sufficient number of words is impossible.

That is why the most important task facing the methodology of teaching the Russian language as a foreign language is the formation and development of the lexical stock of students while expanding and deepening the knowledge already available to students in the vocabulary of the Russian language. Mastering a word, that is, mastering its semantics and conditions of functioning in text and discourse, occurs in the process of working on all aspects of the word, in the context of a comprehensive study of all levels of the language on a communicative basis. This means that the formation of an active dictionary cannot occur on its own, outside the solution of tasks for the formation of other linguistic competencies of students. In particular, it is impossible to study the lexeme without taking into account its grammatical properties and syntactic functions in the statement. Hence the distinction between exercises aimed at the formation and improvement of lexical competence in Russian as a foreign language. For



example, the following types of exercises are distinguished: lexico-semantic, lexico-grammatical, lexico-stylistic. In addition, it makes sense to study vocabulary simultaneously with spelling and spelling, since the semantics of the vocabulary is associated in the minds of native speakers with its phonetic and graphic appearance. In light of the above, the content of dictionary work in a school with the Uzbek language of instruction should be understood as a systematic replenishment of the active vocabulary of students, the development of sustainable skills in grammar, style, spelling and spelling.

Also, the development of an active dictionary should be carried out in the process of mastering various forms of speech activity at all stages of training (listening, speaking, reading, writing). In this regard, the content of the dictionary work involves combining with the processes of formation, development and improvement with the competencies of oral and written speech.

Work on an active dictionary of students is also of great educational, spiritual and educational importance, since it allows you to involve a large amount of extralinguistic information, including materials on spiritual and educational work, in the process of teaching the Russian language as a foreign language. In particular, the study of the culture, history, geography, traditions and customs of Uzbekistan involves the study of a large lexical stratum, consisting of words and stable turns of speech, thematically related to issues of patriotic education. The composition of an active dictionary, work on teaching vocabulary should contribute to the formation and development of the worldview of students, expand their horizons, and enrich the inner world.

An important aspect of the formation of an active dictionary of the Russian language as a foreign student of schools with the Uzbek language of instruction is the problem determining the composition of words to be studied, that is, active vocabulary in the proper sense of the word. An important aspect of the formation of an active dictionary in the Russian language as a foreign student of schools with the Uzbek language of instruction is the problem of determining the composition and number of words to be studied, that is, the actual active dictionary stock. In light of this, the problem arises of minimizing lexical material for linguodidactic purposes. Currently, the generally accepted idea is the need to form a lexical minimum when teaching foreign languages. The very need to minimize the amount of lexical material studied is determined by the limited possibilities for students to memorize it during the amount of study time allotted by the curriculum to study the subject "Russian Language." The shortage of study time is an important factor affecting the process of selection and systematization of words of the Russian language, the study of which can be recognized as necessary and at the same time sufficient to master Russian. Suffice it to say that in a modern school in Uzbekistan, study of the Russian language is given 2 hours a week from the second to the ninth grade, and in the tenth and eleventh grades this volume is reduced to one hour. In the light of the ongoing reforms of the secondary school, there is a prospect in which the study of the Russian language in the tenth and eleventh grades will be inappropriate for a number of reasons. Among those in the first place is precisely the shortage of study time. That is why the problem of minimizing lexical material becomes especially acute. It is important to select lexical units to be studied and memorized as thoughtfully and expediently as possible for the further purpose of using them in the process of communication. When selecting words for an active word, it is necessary to



take into account the data of lexical statistics, that is, its frequency characteristics, the degree of its usefulness in speech.

Another important factor is the psychological features of learning vocabulary in the lesson. The direct link between the active dictionary and students "thinking is of great importance. Taking into account the data of psychology allows the teacher to realize that the volume of semantics of the studied word may not coincide with the volume of the category of thinking to which it belongs from the point of view of formal logic. In human thinking, lexical denotat is correlated with a certain concept, which, in turn, is realized by a person only to the extent that there is a corresponding word in the language. In order to adequately bring to the consciousness of students the semantics of a foreign language word, the teacher must, among other things, also take into account the psychological features of the process of forming concepts, as well as the differences between concepts, on the one hand, and ideas, on the other.

In this regard, such a category of linguodidactics as motivation to study a foreign language word acquires particular importance. The word is perceived and remembered "once and for all" only if the student feels the need to understand and remember it. Ideally, such a condition occurs only in conditions of live communication. However, the task of the methodology for teaching Russian as a foreign language is, in particular, to create sufficient motivation in the absence of a language environment. That is why such an important role in modern language education is acquired by a communicative approach, as well as diverse interactive and game technologies for teaching Russian as a foreign language.

Note that the very concept of motivation is justified in the theory of activity of A.A. Leontyev [4] and the concept of a communicative-activity approach to teaching a foreign language I.A. Zimney [10]. In particular, it is in the works of I.A. Zimny substantiated the need for the subject of activity to have internal motivation, as well as the need to include the studied word (grammatical form, speech turnover, or other units) in a communicative-significant speech situation for the subject of activity [10].

In the context of our reasoning, this means that the selection of lexemes to be studied in the framework of the course of the Russian language as a foreign language should be carried out with strict consideration of the pragmatic properties of the word, i.e. the degree of its relevance in the real process of communication. In this regard, we are close to the opinion of V.A. Markova, who writes: "We believe that pragmatic information presented to students should be more extensive and diverse: it is important not only to teach foreigners to express certain intentions in Russian (which in training courses boils down largely to mastering stable formulations - clichés, etiquette phrases), but also to show them the pragmatic potential of linguistic means, to teach them to use these means to achieve the goal with which they enter into communication - in other words, to teach flexible speech behavior "[11]. This flexibility is possible only if the lexemes of the Russian language are taught not in isolation, but taking into account its paradigmatic connections.

Conclusions and suggestions. All of the above allows us to draw a number of conclusions and suggestions:

1) An active dictionary on the Russian language as a foreign language is an important component not only of the lexical competence of students, but also of their preparation in general, including the formation of their worldview and outlook, inner world and spirituality.



2) The formation of an active dictionary cannot and should not be carried out in isolation from other linguistic competencies, since the development of new words, their meanings and functions cannot occur regardless of the development of their grammatical characteristics, syntactic functions, stylistic properties, pronunciation and spelling rules.

3) The process of forming an active dictionary when teaching Russian as a foreign language should be based on the principle of minimizing lexical material for linguistic and didactic purposes, as well as on the principle of creating an internal motivation for students to understand and memorize the studied lexemes.

4) The requirement of flexibility of speech behavior of students determines the need to take into account the pragmatic properties of words included in the formed active vocabulary of students. In our opinion, ensuring this requirement is possible only if the lexemes of the Russian language are taught not in isolation, but taking into account its paradigmatic connections. i.e., above all, the relationships of synonymy and antonymy. This approach, of course, will contribute to the detailing of not only speech, but also to the formation of the language thinking of students based on the verbal signs of the Russian language.

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