



**TECHNIQUES OF SEMANTIZATION OF RUSSIAN VOCABULARY IN A  
FOREIGN LANGUAGE AUDIENCE**

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**Annotation**

The article describes the features of conducting vocabulary and semantic work in a foreign language audience. The importance of interpreting the lexical meaning and determining the meaning of words is substantiated. The forms and methods of semantization of Russian vocabulary are considered in close connection with the nature of the lexical material, the stage of learning and the peculiarities of the perception and assimilation of Russian words by foreign students.

**Keywords:** vocabulary and semantic work, selection of words and expressions, lexical meaning, semantic concept, semantization, methods of semantization.

The word is the most important unit of language. The richer the student's vocabulary, the more knowledge he has, the more opportunities he has for accurately formulating thoughts. In the conditions of the national school, teaching Russian vocabulary requires special management of the learning process. Vocabulary work serves to activate the vocabulary, enrich the content of the speech of foreign students. Vocabulary work develops the skills of a culture of speech, forms the skills of conscious selection of lexical material, the use of its expressive power, the transfer of a subjective attitude to the subject of speech in a word.

The most expedient forms of vocabulary and semantic work are: 1) incidental explanation of the meaning of known words; 2) in-depth work on individual words. The first one should ensure the education of schoolchildren's attention to what is already familiar, the need to refer to dictionaries; the second is to arouse interest in the semantics of the word, the peculiarities of its use, and its connection with other words.



The selection of words and expressions for explaining words is carried out both by the authors of textbooks and by the teacher, who has to supplement the material of article-by-article dictionaries and at the same time take into account:

1. The difference in the meaning and meaning of a word already familiar to students depending on the new context (polysemy of the word).
  2. Words and expressions previously learned and forgotten by students due to the weak repetition of this vocabulary.
  3. Language environment, industrial and domestic environment of students.
- Each new encounter with an already known word reveals something new in it. This happens for two reasons: the word itself (its meaning) «changes» in a new context; the student himself changes: his horizons expand, his life experience is enriched. Because of this, a new semantic facet of the word opens up to the student, new ideas arise [1, p.19].

It is important not only to reveal the lexical meaning of the word, but also to fill it with vital content, to place it in a certain situation familiar to students. Effective methods of presenting and explaining foreign words are:

1. Submission of words as separate lexical units and their simultaneous phrasing by the teacher, and then by the students.
2. The supply of words in connection with the disclosure of the thematic content of the context.
3. Presentation and explanation of vocabulary in the introductory speech of the teacher.

The explanation of words includes the need to reveal the meaning and meaning of the word. To explain the meaning of a word means to point to the realities of reality (its objects and phenomena), which are called by the given word. Being a sign of an object, the word in this case only names it, points to it, without revealing its essence. When explaining the meaning of a word, the student realizes what object or phenomenon is being spoken about, but its properties remain unclear. The essence of an object called a word is revealed when its meaning is explained, the concept itself is interpreted.

Does this mean that all the words introduced into the speech practice of students should be explained from the side of both meaning and meaning? No, there is no particular need and practical possibility for this.



Many Russian words require only disclosure of their meaning, which in turn entails awareness of the meaning. See tab. 1.

Table 1.

Groups of words requiring disclosure only of their meaning	Groups of words that require an explanation of the meaning by means of Russian and native languages
Words in Uzbek borrowed from Russian or through Russian	Russian words, the semantic equivalent of which in the Uzbek language is distinguished by the volume of meaning and ambiguity
Words that can be accurately semantized by showing an object or its image, as well as by imitating an action	Russian words of a synonymic series with pronounced differences in shades of meaning
Words that are adequately semantized with the help of Russian synonyms known to students	Words in their poetic function, figurative Russian vocabulary
Words that, when translated into Uzbek, are equivalent to concepts known to students from their life experience	Words expressing concepts specific to the Russian people (everyday life, history, culture)

One of the important issues related to the organization of lexical work in the national school is the choice of ways to semantize words. The process of disclosing the meaning of a word – semantization– is intended, firstly, to connect the word and reality in the mind of the student, and secondly, to reveal the semantic factors that make up the semantic structure of the word. The choice of the method of semantization in each individual case is determined by the nature of the lexical material, the stage of learning and the peculiarities of the perception and assimilation of Russian words by schoolchildren. Let's look at some ways.

I. Visualization as a method of semantization consists in showing the reality of the object itself (its dummy, model, drawing), which is called the interpreted word. Visualization is used when interpreting words with a specific meaning.

The teacher can simply show an action, an object and name it in a non-native language or show the pronunciation of a sound, a word and a combination of words. He can depict the situation with a drawing, a diagram, accompanied by appropriate statements and explanations in a foreign language.



Various visual aids are used, for example, lexical tables, which serve to: present lexical material, activate it in students' speech, create situations that stimulate speech activity, and systematize lexical skills.

II. Translation into the native language is the most economical method of semantization. The expediency of resorting to this technique depends on the semantic and stylistic relationships of equivalents in the native and Russian languages, on the stage of learning. Despite the lack of an unambiguous assessment of this technique, translation has its merits, since the meaning of a number of words, for example, abstract vocabulary, cannot be revealed otherwise. This method is especially useful when semantizing non-equivalent vocabulary at the initial stage of learning.

The expediency of understanding the linguistic phenomenon through the native language through translation is supported by many scientists. Thus, in the works of E. I. Passov and V. S. Korostelev, the process of mastering lexical units assumes a native word as a «meaning-bearer» of a foreign word. This technique is referred to by the authors as the technique of «functional substitution» [2].

III. Semantization by means of the Russian language is expedient when students accumulate a sufficient vocabulary. G. V. Rogova, challenging the advantages of the translation method, in her works recommends a different situation, when the teacher widely uses words, expressions, constructions in speech that allow everyone to speak [3, p.91].

Acceptable ways of introducing words by means of the target language are considered to be the following:

1. The semantic definition is used primarily to clarify the lexical meaning of words that do not have an internal form, as well as words whose internal form is obscured or rethought. This is a joint work of a teacher and students aimed at selecting and compiling a minimally detailed interpretation of the lexical meaning of a word.

Let's consider the sequence of compiling the definition of a lexical meaning, for example, the word spruce. First of all, we find out: what kind of plants does it belong to? (This is a tree, not a shrub, not a grass) What kind of trees does it belong to according to the characteristics of its foliage? (This is a coniferous tree) Does the spruce shed its foliage – needles – for the winter? (No, this is a coniferous evergreen tree)



Next, the special signs of spruce that are unique to it are found out: what kind of crown does it have? (Cone-shaped) What kind of needles? (Small, thick) What bumps? (Light brown, elongated, hanging from the bottom of the branch) Then all these signs of this reality are combined into one whole – into the lexical definition of the word spruce, in which they become semantic components (multipliers) of the interpretation of the word spruce. To this end, the teacher invites students to combine all the signs into one sentence in order to get an interpretation of the lexical meaning of the word spruce, or its semantic definition: «Spruce is a coniferous evergreen tree with a cone-shaped crown, with small densely growing needles and scaly light- elongated brown cones hanging on branches from below».

The explanation of words by describing their meanings is used to semantize non – equivalent vocabulary, to interpret words with an abstract meaning.

Particular attention is required to work on a polysemantic word, since the polysemy of words and its discrepancy in the studied and native languages require additional efforts from students in mastering Russian vocabulary. So, the Russian word world is wider in its ambiguity of the Uzbek equivalent, and therefore each meeting of the student with the Russian context, where this word exists, activates the process of its awareness and subsequent use.

Difficulties also arise in the assimilation of visual vocabulary. Its awareness requires a developed imagination, is perceived only in context, and is often difficult to translate. From the point of view of an Uzbek schoolchild who thinks in his native language, the verb goes cannot become a metaphor. It is difficult for such a student to give phrases rain is coming, joy has come.

2. Comparison with a word known to the student as a semantization technique consists in transferring the lexical meaning of a familiar synonym or antonym to the semantizable word. As a result of this procedure, the student has a general idea of the lexical meaning of a new word for him, since there is no complete identity between synonyms and antonyms. For example, students came across the word typhoon. It can be explained using the word storm: «A typhoon is a violent storm». Such an interpretation provides an understanding of the text, but does not create a complete understanding of the semantics of the word typhoon among schoolchildren.

Explanation with the help of synonyms is economical in time, it is actively used in middle and high school.



However, the teacher should not forget that there are few absolute synonyms in the language, so one cannot count on the exact transmission of the semantic shades of the word. In addition, it must be borne in mind that synonyms of one row are not equally combined with other words, and this can lead to lexical errors.

When working with synonyms, it is necessary to find out: a) the general meaning of synonymous words in one or another synonymous series, the rationale for the synonymy of words; b) differences between synonyms of one or another synonymic series from each other; c) the scope of the use of synonymous words depending on the shades of meanings, the emotional and stylistic coloring of the words included in the synonymic series.

3. Explanation of words by subsuming a specific concept under a generic one and vice versa. This method of semantization reveals the relation of the part to the whole, the individual to the general. The words of the explanatory part designate the same circle of objects and phenomena, which is called the explained word. The enumeration gives brief, clear definitions, evokes in the mind specific images of objects, phenomena necessary for the correct understanding of the word. In elementary grades, you can select specific concepts for such generic ones: clothes, dishes, furniture, fruits, vegetables, trees, tools, birds, pets, wild animals

4. Accounting for the possibilities of the context. Context – the verbal environment (phrase, sentence, text) – as a semantization technique provides only the most general idea of the word. Most often, it reveals the generic affiliation of reality. The context is able to fulfill its purpose as a semantization technique, provided that it contains a reference word (it should be familiar to students), through the semantics of which the meaning of an unfamiliar word is clarified. The word is demonstrated in a phrase, in speech, speech conjecture develops, associations between words are established. So, in the sentences Sailors went to the Atlantic to catch tuna and Fishermen went to the Atlantic to catch tuna, the word tuna is unfamiliar, and sailors and fishermen are the reference ones. The first of them - sailors - makes it possible to define tuna as a kind of marine animal (such knowledge is enough to understand what is being read), and the second – fishermen – allows you to more accurately determine that tuna are some kind of fish.



It is advisable to combine and differentiate the means and methods of revealing the meaning of words according to the stage of learning, the characteristics of the language material. The choice of the method of semantization of a word also depends on whether it is introduced into the active or passive stock. A word intended for active assimilation requires not only an explanation of the meaning, but also the disclosure of its lexical compatibility.

Along with the semantization carried out by the teacher, students should be encouraged to a greater extent to independently get to know the word – after all, finding out the meaning of the word is «a natural operation that learners of a foreign language have to perform constantly; therefore, it is necessary to attach to it from the initial stage of training» [3, p. 92].

A system of carefully selected vocabulary-semantic exercises serves to consolidate the semantics of a new word for them in the minds of schoolchildren, memorize the semantic field (elements of its paradigm) and to show the typical lexical compatibility of this word. These include, first of all, exercises for compiling 1) phrases that reflect the typical lexical compatibility of words; 2) offers; 3) thematic or lexico-semantic groups of words; 4) paradigms (semantic field) of the word, as well as recognition of the word by its semantic definition, writing a creative dictation and essays based on key words.

Purposeful, systematic inclusion in each lesson of work on the meaning and use of words gives positive results, helps to enrich the vocabulary of students, teaches them to recognize words in a situation, in context, to use them in communication.

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