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BASIC PRINCIPLES OF VOCABULARY WORK

Abstract

Vocabulary work covers the acquisition of new words and their meanings by schoolchildren in an accessible form. It complains the main stage of familiarization with the emotional and expressive coloring of the words and with the sphere of their use. It gives assimilation to the polysemy, the figurative meanings, synonyms, antonyms and paronyms concepts. Activation of the vocabulary in the class gives to students a capacity to use newly learned words in their own utterances that help them include these words in their constantly used vocabulary list. Vocabulary work also used in clearing the dictionary, in other words, to eliminate dialectal, vernacular and vulgar words from the active vocabulary of students. The correct and well-thought-out use of the students' native language has great importance for the successful teaching of the Russian language to non-Russian children.

Keywords: vocabulary, skills, skills, words, attention

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СӨЗДІК ЖҰМЫСЫНЫҢ НЕГІЗГІ ПРИНЦИПТЕРІ

Аңдатпа

Сөздік жұмысы мектеп оқушыларының қолжетімді түрде жаңа сөздер мен мағыналарды игеруін қамтиды; сөздердің эмоционалды-экспрессивті бояуларымен танысудың негізгі кезеңі, олардың қолдану аясы; полисемия және бейнелі мағыналар туралы, синонимдер, антонимдер, паронимдер туралы түсініктерді игеру; сөздікті активтендіру, жаңа үйренген сөздерді өз айтылымында қолдану, оларды оқушы үнемі қолданатын сөздер қатарына қосу; сөздікті тазарту, яғни. студенттердің белсенді лексикасынан диалекталды, халықтық, арсыз сөздерді алып тастау және тағы басқалар. Студенттердің ана тілін дұрыс және ойластырып қолдануы орыс емес балаларға орыс тілін ойдағыдай оқыту үшін үлкен маңызға ие.

Түйін сөздер: сөздік, дағды, сабақ, сөз, зейін

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ОСНОВНЫЕ ПРИНЦИПЫ СЛОВАРНОЙ РАБОТЫ

Аннотация

Словарная работа охватывает усвоение школьниками новых слов и их значений в доступной форме. Это основной этап ознакомления с эмоциональной и экспрессивной окраской слов и со сферой их употребления. Это дает усвоение многозначности, переносных значений, синонимов, антонимов и паронимических понятий. Активизация словарного запаса в классе дает учащимся возможность использовать недавно выученные слова в своих собственных высказываниях, что помогает им включать эти слова в свой постоянно используемый список словарного запаса. Словарная работа также используется для очистки словаря, другими словами, для исключения диалектных, просторечных и вульгарных слов из активного словарного запаса учащихся. Правильное и продуманное использование родного языка учащихся имеет большое значение для успешного преподавания русского языка нерусским детям.

Ключевые слова: словарь, умения, навыки, слово, внимание

Introduction. Taking into account the skills of the native language is one of the most important principles on which the methodology of teaching the Russian language in the national school is based [1, 29]. The teacher should know the main principles of choosing words for active assimilation. The teacher plans each lesson so that students can learn on average 3-4 new words. The number of words for assimilation in the lesson depends on the degree of accessibility of lexical meaning, the word combination and methodological techniques of word semantization. The words with a specific meaning can be given in one lesson more, but words with an abstract meaning can be given less than in an ordinary lesson. Using visibility while explaining and reinforcing new words allows the teacher to increase the number of lexical items for assimilation in one lesson.

Methods. In almost every lesson, students enrich not only the active but also the passive stock of words. The lexical meanings of words should be explained by a scientifically grounded and experimentally proven principles base. The basis of these principles defined a sequence of new words, meanings, their consolidation and methods of explanation. The teacher has to rely on these principles while semantizing new vocabulary.

Research result. According to G.G. Burzhunov, the primary school teacher of the national school has to rely on the following principles while semantizing new vocabulary [2, 96]:

1. A new word is not introduced in isolation, but in combination with others, in a phrase, since the main principles of the implementation of the lexical meaning are the combinability and context. For example, when teacher are explaining a word *стоит* (standing), you should enter it in the combination with familiar words: *ученик стоит* (student is standing), *девочка стоит* (girl is standing), *стол стоит* (table is standing).

2. At the beginning, students must learn the direct meaning of the new word, the figurative meaning is explained in advance on the basis of the direct one. In this case, the teacher must find out whether the direct meanings in Russian and native languages coincide in advance. If a word in Russian has several direct meanings, first of all, teacher should enter the one that is equivalent to the meaning in the native language. For example, the words *идёт* (go), *горячий* (hot) should not be given in combinations like *снег идёт* (snow is falling), *горячая пора идёт* (the hot season is coming), but they need to be given in combinations like *мальчик идёт* (boy is walking), *горячая вода идёт* (hot water is going).

The distinction between figurative (metaphorical) and direct meanings of new words for methodological purposes should be approached very carefully. Schoolchildren of the national school often perceive many figurative meanings as direct and translate them literally into their native language which subsequently creates unnecessary difficulties. Therefore, it is very important for the teacher to know the lexical-semantic typology of Russian and native languages, since the lexical meanings of most words in different languages do not coincide. In some cases, all meanings of two or more words of the Russian language correspond to one word in the native language, and vice versa.

3. Each new word should be repeated in 7-8 lessons in a row for active assimilation. The systematic repetition of new words over a period of time contributes to their practical assimilation and introduction into an active vocabulary.

4. A new word that is subject to active assimilation can only be given in a grammatical form known to students.

During the training period, the student cannot be assigned two tasks at once:

1) a new word,

2) a new grammatical form. New grammatical forms should be explained using familiar lexical material. This will provide an opportunity to focus on one material and consolidate it.

5. When the students have already mastered all or some of the grammatical forms, new words provided for active assimilation must be introduced into speech practice in all known forms. This allows teacher to consolidate the newly acquired lexical meanings and to carry out the organic connection of dictionary and phraseological work with grammar.

6. The leading principle of dictionary work is to take into account the specifics of the students' native language, especially, on its systemic nature.

The main reasons of lexical errors are the discrepancy between the amount of words meanings and their compatibility in Russian and native languages. In a number of cases, two or more words of the Russian language in the Dagestan languages correspond to one word, for example: пришёл и приехал (came and arrived), положил и поставил (put and set), горячий (hot), знойный и жаркий (sultry and hot); дом (house), квартира (apartment), комната (room), хижина (hut). Each group of specified words in the native languages of students corresponds to one word. These and other differences determine the special laws of the compatibility of lexical units in each language.

Preventing and overcoming errors caused by discrepancies in lexical meanings in the native and Russian languages will be defined by consistent consideration of the interference of the native language. For this purpose, special exercises, that are related to the usage of synonyms and words in which students make mistakes, are carried out. For example: я (пришёл, приехал) из города [I (came (on foot), came (by transport)) from the city]. Мама (моет, стирает) платье [Mom (washes (by hands), washes (in washing machine)) the dress], etc.

Russian language teaching methodology's main questions are what to teach and how to teach. In this case, we are interested in the first question – what to teach? What words should students learn and use in speech? What principles or criteria should be used when choosing minimum words? Answering these and other questions, G.G. Burzhunov quite clearly reveals in his work the specifics of the essence of dictionary work in the national school.

According to G.G. Burzhunov the main criteria of selecting the vocabulary for active assimilation in national classes is the frequency of use and the practical necessity of words for Russian speech.

A person must know the most common words for practical activities and everyday communication in Russian. Data on the degree of use of a particular lexical unit are carried out in special frequency dictionaries of the modern Russian literary language.

However, G.G. Burzhunov averted that the frequency dictionary and the minimum dictionary are not the same thing. The frequency dictionary may contain words with high usage, but not necessary in this case for students in speech activities. On the contrary to this, the vocabulary minimum may include such words that are absent in the frequency dictionary, but are necessary in practice. Therefore, the second basic principle of vocabulary selection for active assimilation is practical necessity [3, 511].

For middle grades, words should be selected that would allow the student to express simple thoughts in Russian, to understand the partner within the limits of the requirements provided by the program. Therefore, the task is to select the optimal elementary lexical minimum [4,339].

In addition to these two basic criteria, there are a number of additional principles that allow looking more objectively at the selection of a vocabulary for active assimilation. These include in particular several principles as

- 1) compatibility with other words,
- 2) ambiguity,
- 3) word-formation value.

As a rule, the most frequent words also have a high degree of compatibility, although these data do not always coincide. Therefore, first of all, those words should be selected that have a high degree of compatibility for active assimilation. In this case, the difference in the compatibility of the same word in the Russian and the native languages of the students should be taken into account. Differences in compatibility lead to a large number of lexical and semantic errors. For example, in Russian, the word идёт (goes) is combined with the nouns дождь (rain), костюм (costume): Дождь идёт [It is raining]. Тебе этот костюм идёт [This costume suits you]. However, there are no such combinations in the Kazakh language; so children can also transfer the laws of word combination of their native language to the Russian language and make grammar mistakes.

Discussion. Polysemy is another no less important criterion for the selection of words for active assimilation that is directly related to compatibility. The greater the numbers of meanings of a word are the higher the degree of its compatibility with other lexical units. In addition, it should be remembered that the main condition for the implementation of the lexical meanings of a word is its compatibility. In this regard, the question arises, which values should be learned by students at first. After all, schoolchildren cannot learn all the meanings of words. Linguistic and methodological science has not yet revealed which meanings of the same word are more important, more frequent, and necessary for practical purposes. This information is not revealed in frequency dictionaries.

However, it must be assumed that not all lexical meanings of a polysemantic word are equally used in modern Russian literary language. Some values have a high degree of frequency, they are necessary in everyday practice, while others are used very rarely. Therefore, first of all, students of schools with the Kazakh language of instruction must master the most common direct meanings as direct names for objects, actions, signs, states.

Mastering the Russian language is unthinkable without phraseology. In this regard, another, more difficult question arises that connected to the mastery of the students of the Russian language`s minimum phraseological level and their knowledge in phraseologically related words.

The principle of word-formation value is very important, on the basis of which teacher should select words that have word-forming abilities, that is, those from which more words can be formed. This will make it possible not to include words in the lists that can easily be formed and assimilated by students in the process of word formation according to the models they know. Such words constitute the potential vocabulary of learners.

When choosing a vocabulary for active assimilation, it is also necessary to take into account the semantic value. This principle requires that, first of all, the most common, stylistically neutral, polysemantic words from the synonymous series should be included in the dictionary.

It is also necessary to take into account the situational-thematic principle, according to which specific topic related words should be selected which students could use in a conversation.

The dictionary, selected according to the indicated principles, allows you to master the Russian language in the shortest possible time, increases the efficiency of vocabulary work.

The vocabulary methodology provides for four main lines:

Firstly, the enrichment of the dictionary, i.e. assimilation of new words previously unknown to students, as well as new meanings of those words that were already in their vocabulary.

Secondly, vocabulary refinement is the broadest sphere of vocabulary works, including:

a) filling a dictionary with those words that students have not learned quite accurately: clarifying their meanings by including them in the context, comparing words that are close in meaning and opposing antonyms, comparing meanings and using paronyms, etc.;

b) mastering the lexical combinability of words, including in phraseological units;

c) assimilation of the allegorical meanings of the word, the polysemy of the word, including the meanings determined by the context;

d) assimilation of lexical synonyms and those shades of semantic meanings of words, those emotional and functional-stylistic colors of the word that are characteristic of individual synonyms in a separate group [5,159].

In another way, the refinement of the dictionary can be defined as vocabulary and stylistic work, as the development of the flexibility of the dictionary, its accuracy and expressiveness.

Thirdly, this is the activation of the dictionary, i.e. transferring as many words as possible from the passive dictionary to the active dictionary (a person's passive dictionary contains words that he understands, but does not use in his own speech activity). Words are included in sentences and phrases: they are introduced into the retelling of the read, into a conversation, into a story, presentation and essay [6, 115].

Fourthly, this is the elimination of non-literary words, their translation from an active vocabulary into a passive one. This refers to dialectal, vernacular, slang words that children learned under the influence of the speech environment. The formation of the concept of a literary norm leads to the fact that students distinguish those conditions where the literary language is required and where, for example, a dialect word can be used. As the skill of literary speech is strengthened, dialectal, vernacular and slang words are completely excluded from the active vocabulary of students [7, 848].

Naturally, all these areas of work are constantly interacting.

In vocabulary and lexical work at school, special techniques are offered:

thematic unification of words into special lexical groups;

drawing up phrases, sentences with these words, including them in independent work, drawing up groups of cognate words with them;

maintaining individual dictionaries;

appeal to the etymology of words;

the use of dictionary dictations;

enrichment of vocabulary.

work with spelling and explanatory dictionaries.

The choice of this or that method of explanation depends on the word itself, the availability of didactic means, and the level of training of students.

In the methodology, the following methods of clarifying the meanings of words have been tested and widely used:

1. Students, under the guidance of a teacher, carry out word-formation analysis of a word and, on this basis, find out its meaning (or shade of meaning). For students, the simplest approach to word-formation analysis is the question: “What word was a new word formed from?” or “Why was it called that?” In this way, these words can be explained: шапка-ушанка (cap with earflaps) (закрывает уши – covers the ears), подосиновик (aspen) (растёт под осиной – grows under the aspen), леденец (lollipop) (тает во рту, как лёд – melts in the mouth like ice), рыжик (orange milky cap mushroom) (рыжего цвета – reddish), односельчане (villagers) (люди из одного села – people from the same village), etc.

This way of explaining words allows to link vocabulary work with spelling, as it identifies the roots of words and helps to check unstressed vowels, voiced, voiceless and unpronounceable consonants.

2. Comparison of the word with other assonant words in order to clarify the differences, to differentiate the meanings of paronyms, for example, землянка (dugout) и земляника (strawberry) (both words were formed from the word земля-earth); серебряный (made from silver) и серебристый (similar in color to silver), etc.

3. Reliance on the context in any case contributes to the understanding of the word. But there are times when the role of context is especially great and the main means of revealing the meaning of a word is reading a passage with this word (4).

4. Independent inclusion of a new word in a different context, composed by the children themselves. This is a method of activation, an excellent method of deep disclosure of the meaning of the word [8, 847].

5. Finding out the meaning of a new word using reference materials, i.e. by dictionaries and footnotes in the reading book. Although no special dictionary for primary school has been created, there is still encyclopedic reference literature, for example, the book “Who is he? What is it?” In some cases, explanatory dictionaries can be used [9, 18].

6. Explanation of the meaning of a word by showing a picture, model, stuffed animal or other visual material, as a means of developing the cognitive activity of students. That is depends on the degree of independence of the students who is involved in the explanation: if the students the picked up picture explaining the meaning of the word lily of the valley themselves, or used a herbarium, or, finally, have drawn, then their cognitive activity in explaining the word is high enough.

7. Replacing the word being explained with its synonym (usually – the dominant of the synonymous series) is one of the most frequently used techniques: *холят* (groom) – *ухаживают* (take care of), *окружают заботой* (surround with care); *витязь* (hero) – *воин* (warrior); *нарекся – назвал* (he named himself). If this technique did not result in one fairly common mistake, it would not have raised objections, since its application requires significant activity of schoolchildren.

8. Some words can be explained by choosing an antonymic pair. So, the word *тусклый* (dull) becomes clear to children if we oppose it with the previously known word *яркий* (bright); the words *старт* (start) and *финиш* (finish) are easier to understand and remember if they are used in one text as a designation of the beginning and end of the path of competing athletes. An example of using the semantic opposition of words is the poem by V.V. Mayakovsky “What is good and what is bad?”. To better understanding of the word *неряха* (slob), the words *чистый* (clean), *опрятный* (tidy), *аккуратный* (neat) are used. The meanings of the words *трус* (coward) and *храбрый* (brave) are compared.

9. A detailed description sometimes consists of a group of words or several sentences. This way of clarifying the meanings of words is valuable since it keeps the conversation at ease.

The assimilation of a huge vocabulary cannot be spontaneous. One of the most important tasks in the development of speech in school is the ordering of vocabulary work, the allocation of its main directions and their justification, management of the processes of enriching the vocabulary of schoolchildren [9, 18].

The following methods of explaining new words and their meanings are used in the teaching methodology in schools with a non-Russian language teaching:

Explanation of the meaning of words using various types of visualization (showing an object, action, quality, showing a picture, filmstrip, etc.).

Translation of a new word into the native language.

Disclosure of the meaning of words by interpretation in Russian.

Selection of synonyms or antonyms from the studied words.

Selection of words-actions and qualities to words-objects.

Teacher use class objects, school supplies and so on to explain new words from the very first days of teaching the Russian language. They are used as a visual aid. The teacher teaches children to indicate and name objects first in Russian, then name their actions and qualities: table, window, the table is standing, the window is large, etc. If necessary, the teacher brings other objects into the classroom, shows and names them. Students review using new words in familiar grammatical forms and phrases. For example, the teacher shows the ball and says: *Вот мяч* [Here is the ball]. *Это мяч*. [It's a ball.] *Где мяч?* [Where is the ball?] *Вот мяч.*[Here is the ball.] *Это что?* [What's this?] *Какой мяч?* [Which ball?] *Красный мяч.* [Red ball], etc.

The meanings of the words denoting the surrounding objects are very easy for students to learn, because in front of them is a ready-made visual aid.

The excursion lesson is also connected with the demonstration of objects of the surrounding world. In the first grade, such lessons are held in the schoolyard, in the garden, in the field. The teacher preselects words for assimilation, outlines the methods of their semantization.

Lessons-excursions can be conducted on the topics “Our School”, “Our Village”, “School Garden”, “Autumn”, “Winter”, etc.

The most effective and visual aid in Russian lessons should be considered by a picture. K. D. Ushinsky wrote: “Who didn’t notice that in our memory those images that we perceive ourselves through contemplation are preserved with special strength. And we easily and firmly tie even abstract ideas to such a picture that has cut into us, which would otherwise have been erased fast. Childhood nature clearly requires clarity. Teach a child some five unknown words, and he will suffer for a long time and in vain over them, but associate twenty such words with pictures – and the child will learn them on the fly”(8).

Plot and subject pictures can be used to reveal and consolidate the meanings of words in schools. In the first grade, when the vocabulary of students is still poor, pictures of individual objects are more often used. The teacher has sets of subject pictures for each lexical topic, for example, on the topic “Pets”: cow, calf, horse, donkey, dog, cat, sheep, goat, pig. Students should have similar pictures, but in a smaller format.

The technique of using subject pictures for the semantization of new words is very simple. The teacher shows the children a picture and names a word, for example, a cow. Pictures can also be used to explain the action or feature of an object.

The teacher also uses object pictures to develop coherent Russian speech. Such work has been practiced already starting from the third grade; it is preparatory work for the transition to plot pictures. For example, when working on a picture of a cow and a calf, the teacher asks: Who is this? And who is it? (shows the calf). What is the cow doing? Is the cow big or small? What about the calf? The students examine the picture and answer: This is a cow, and this is a calf. The cow is eating hay. She is big and the calf is small. It costs. In the second and third grades, as the vocabulary of children expands, the teacher's questions and students' answers become more complicated. They learn to compare short stories and write essays.

This and other techniques contribute to the solid assimilation of the minimum vocabulary that is necessary for a literate person.

Starting from the first grade, students learn new words and consolidate previously learned ones at each lesson, as a result of various speech situations (dialogue, conversation, excursion, story, work using visualization).

Conclusion. Conversations on a picture and descriptions of objects are very effective types of work to consolidate and activate the learned words, their new meanings and their compatibility with other words. The teacher outlines in advance what new words the student should learn in this lesson, which of the previously learned words should be consolidated. Methodological techniques for conducting vocabulary work, the nature of the questions depend on the preparation of students in the Russian language. If such work is carried out in the first grade, the teacher usually asks prompting questions, helps students choose the right words, for example: Who is this? Is the boy reading? And what is the girl doing? Is the room light? Does mommy wash? In the second and third grades, the nature of the questions becomes more complex. The student answers one question with two or three sentences [10, 245].

While organizing work on new words, teacher should strive to ensure that students memorize possibly many phrases with the word that being studied and learn to use them in necessary situations. Therefore, vocabulary work in non-Russian schools should be carried out simultaneously with work on a phrase and a sentence, since words will only be included in the active speech reserve when students master the grammatical structure of the Russian language. Starting from the first year of studying the Russian language, children simultaneously with the assimilation of words acquire the skills of combining them with other words in a sentence.

It is known that many words provided for by the vocabulary minimum for active assimilation are not repeated in Russian language textbooks for the national school, therefore they remain practically unaccounted for. The teacher must keep a strict record of new words and their repetition in exercises, in the oral speech of students. Those words that are not repeated in textbooks, in reading texts, must be included in oral or written exercises, compose sentences, phrases with them and selected antonyms and synonyms for them.

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