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METHODS FOR THE FORMATION OF SKILLS IN USING DICTIONARIES BY PRIMARY SCHOOL STUDENTS

Abstract

The article presents a methodological system for the formation of the skills of younger schoolchildren to use dictionaries. Theoretical analyses as a system structure are characterized by a goal, a sequence of tasks, an integral structure, unity of elements, constructive ideas–methods, a principle, a set of processes, a single phenomenon and a connection of means. The components that make up the methodological system and its functions are reported. On the part of the authors, it is clarified that "the methodological system for the formation of the skills of younger schoolchildren to use dictionaries is a hierarchical set of integral components of planning and conducting the educational process (content, methods, form and means, forms) aimed at improving the effectiveness of learning in mastering the content of primary education." The goals and objectives of the methodological system for the formation of the skills of primary school students to use dictionaries are set, a model of a primary school student with a developed vocabulary is given through the formation of the skills to use dictionaries in the process of solving them. The program of textbooks «Alippe», «Ana tili» for the 1st grade is analyzed.

According to the empirical section «What do you do if you don't understand the meaning of words?», a constant experiment was conducted and its comparative analyses were carried out. For the formation of students' skills to use linguistic dictionaries at the stage of formation, the improvement of the professional competence of primary school teachers is based and attention is focused on the lexicographic competence of the teacher. In this regard, the article has prepared and presented the program and the educational and thematic plan of the 16-hour educational and methodological seminar «Formation of skills of primary school students to use linguistic dictionaries».

Keywords: the ability to use dictionaries, methodological system, professional competence, lexicographic competence, alippe, ana tili.

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БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ СӨЗДІКТЕРДІ ПАЙДАЛАНУ БІЛІГІН ҚАЛЫПТАСТЫРУДЫҢ ӘДІСТЕМЕСІ

Аңдатпа

Мақалада бастауыш сынып оқушыларының сөздіктерді пайдалану білігін қалыптастырудың әдістемесі ұсынылып отыр. Теориялық талдаулар бойынша жүйенің құрылымы ретінде мақсат, міндеттер тізбегі, тұтас құрылым, элементтер бірлігі, конструктивтік идеялар-әдістер, қағида, үдерістер жиынтығы, біртұтас құбылыс және құралдар байланысы сипатталады. Әдістемелік жүйені құраушы компоненттер, оның функциялары жайлы баяндалады. Авторлар тарапынан «бастауыш сынып оқушыларының сөздіктерді пайдалану білігін қалыптастырудың әдістемелік жүйесі – бастауыш білім мазмұнын меңгертудегі оқытудың тиімділігін арттыруға бағытталған оқу үдерісін жоспарлау мен жүргізудің тұтастықтағы компоненттерінің (мазмұн, әдістер, нысан мен құралдар, формалар) иерархиялық жиынтығы» деп нақтыланады. Бастауыш сынып оқушыларының сөздіктерді пайдалану білігін қалыптастырудың әдістемелік жүйесінің мақсат, міндеттері көрсетіліп, оларды шешу барысында сөздікті қолдану білігі қалыптасу арқылы сөздік қоры дамыған бастауыш сынып оқушысының моделі беріледі. 1-сыныптарға арналған «Әліппе», «Ана тілі» оқулықтарының бағдарламасы талданады.

Эмпирикалық бөлімі бойынша оқушылардан «Сөздердің мағынасын түсінбеген жағдайда не істейсіңдер?» деген сауал арқылы анықтау эксперименті жүргізіліп, оның салыстырмалы талдаулары жасалды. Қалыптастыру кезеңі бойынша оқушылардың лингвистикалық сөздіктерді пайдалану білігін қалыптастыру үшін бастауыш сынып мұғалімдерінің кәсіби құзіреттілігін жетілдіру негізге алынып, мұғалімнің лексикографиялық құзыреттілігіне көңіл бөлінеді. Осы орайда мақалада «Бастауыш сынып оқушыларының лингвистикалық сөздіктерді пайдалану білігін қалыптастыру» атты 16 сағаттық оқу-әдістемелік семинар бағдарламасы мен оқу-тақырыптық жоспары дайындалып ұсынылды.

Түйін сөздер: сөздіктерді пайдалану білігі, әдістемелік жүйе, кәсіби құзыреттілік, лексикографиялық құзыреттілік, әліппе, ана тілі.

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МЕТОДИКА ФОРМИРОВАНИЯ УМЕНИЙ МЛАДШИХ ШКОЛЬНИКОВ ПОЛЬЗОВАТЬСЯ СЛОВАРЯМИ

Аннотация

В статье представлена методика формирования умений младших школьников пользоваться словарями. Теоретическим анализом как структуре системы характерны цель, последовательность задач, целостная структура, единство элементов, конструктивные идеи-методы, принцип, совокупность процессов, единое явление и связь средств. Докладываются о компонентах, составляющих методическую систему, ее функциях. Со стороны авторов уточняется, что «методическая система формирования умений младших школьников пользоваться словарями – это иерархический набор целостных компонентов планирования и проведения учебного процесса (содержание, методы, форма и средства, формы), направленных на повышение эффективности обучения в усвоении содержания начального образования». Задаются цели, задачи методической системы формирования умений учащихся начальных классов пользоваться словарями, дается модель учащегося начальных классов с развитым словарным запасом через формирование умений пользоваться словарями в процессе их решения. Анализируется программа учебников «Әліппе», «Ана тілі» для 1 класса.

По эмпирическому разделу «Что вы делаете, если не понимаете значения слов?» был проведен констатирующий эксперимент и были проведены его сравнительные анализы. Для формирования умений учащихся пользоваться лингвистическими словарями на этапе формирования базируется совершенствование профессиональной компетентности учителей начальных классов и акцентируется внимание на лексикографической компетентности учителя. В этой связи в статье подготовлена и

представлена программа и учебно-тематический план 16-часового учебно-методического семинара «Формирование умений учащихся начальных классов пользоваться лингвистическими словарями».

Ключевые слова: умение пользоваться словарями, методическая система, профессиональная компетентность, лексикографическая компетентность, әліппе, ана тілі.

Introduction. The educational reform in the country aims to create a new national model aimed at the formation of a creatively developed personality through its integration into world education, the transition to the "lifelong learning" model and ensure accelerated entry into the world educational space. In each reform, the content of education changes in accordance with the requirements of the times. The content of education it is very important to have a set of skills in the implementation of practical actions, relying on theoretical knowledge in accordance with the solution of the established problem, defining the goal, objectives at the stage of development of society, the ability of students to independently act on the acquisition of this knowledge.

In this regard, Article 16, Paragraph 1 of the law of the Republic of Kazakhstan "On education" states: "...general education curricula of primary education are aimed at the formation of the personality of the child, the development of his personal abilities, positive aspirations and determination in educational activities: strong skills of reading, writing, calculation, language communication, creative self-expression, culture of behavior for subsequent assimilation of educational programs of the main school, it obliges us to implement a number of our subjective ideas related to the preparation of the student's personality in primary school. At the same time, it is necessary to take into account such qualities of a primary school student as personal abilities, positive aspirations, determination, creative self-expression, the ability to act independently through a culture of behavior in the perception of the educational content of all primary subjects. Especially in the field of language and literature, self-search for writing and reading, vocabulary development, understanding the meaning of new words, etc. the basis is a set of skills that are formed through qualities in the child [1].

According to the order of the Ministry of Education and science of the Republic of Kazakhstan dated October 31, 2018 № 604 on approval of the state educational standard of all levels of education on the updated content of education, the state mandatory standard of primary education contains: "...the expected results of training are a set of competencies that characterize what the student can know, understand and demonstrate at the end of the learning process, including taking into account the special educational needs and individual capabilities of students." Also, the updated content of primary education, focusing on the results of training in the state educational standard of primary education: "...the purpose of primary education is to create an educational space conducive to the harmonious formation and development of the personality of a student who has mastered the basics of a wide range of skills; mastering various ways of communication, including language skills." The requirements to be met here for the harmonious formation of the student's personality and the acquisition of language skills oblige the child to work with dictionaries in priority, with the aim of developing vocabulary [2].

Currently, the main problem of the process of mastering knowledge is the organization of active actions of students. Through active activity, the disciples learn knowledge on their own. The basic principle here is not "know what", but "be able to do what." A model of learning based only on knowledge does not fully meet the true demands of society and man. Therefore, the task is to teach students in the process of learning complex and diverse work, skills and abilities necessary for mastering the educational material.

In accordance with the requirements of the documents analyzed above, it is now established that in primary schools it is important for students to work with reference literature, linguistic dictionaries. At the same time, the effectiveness of working with sources is convenient for students to obtain and use accurate information, allowing them to quickly and easily obtain accurate, scientifically reliable information about lexical units. In the field of Education "language and literature" of the new standard, which attaches importance to the independent search and independent learning of students, it is noted in the expected results of training that by the end of the 4th grade of primary school "the student knows how to find information from various sources" [2; 9,p. 329]. This, in turn, requires the formation of students' skills to work with various reference and encyclopedic sources (dictionaries, reference books, encyclopedias) in language lessons starting from the 1st grade in elementary school.

The formation of the ability to work with dictionaries as a source of knowledge and a means of self-development in the educational and cognitive activities of primary school students is an important component of the education of a person who seeks to independently search and self-learn.

The expected result from the formation of the skills of using dictionaries by primary school students will be the model of a primary school student with the skills of working with a dictionary. In this regard, there is a need to develop a systemically structured, that is, a methodological system that ensures the consistency, coherence, logical sequence, sequence of knowledge, which creates the ability of primary school students to use dictionaries.

In the preparation of a methodological system for the formation of skills in using dictionaries by primary school students, the emphasis on the content of the most important categories ensures the replenishment of the content of primary education.

Research methods and materials. Dependence on the pedagogical system allows you to launch a set of *organized educational process connections, relationships and methodological processes based on internal harmony.*

By setting the problem in a new way in the methodological system, the integrity, complexity, complexity, structures and functions of the *object under consideration, organization, its management*, etc. Therefore, in the preparation of a methodological system for the formation of skills in the use of dictionaries by primary school students, methods: theoretical: scientific analysis of philosophical, psychological, pedagogical, linguistic and methodological works related to the methodological system; analysis of educational programs and educational methodological complexes; it will be modeling, theoretical justification; and empirical: diagnosis, control of the educational process in primary school; study of advanced practices; conduct a survey; conduct a pedagogical experiment, etc.

First of all, we ask the question: "What is a system?", "methodological system", we consider it necessary to analyze the issues of its structure.

In the works of A. N. Averyanov, it is given as: "the structure of the system: a goal, a sequence of tasks, a holistic structure, a unity of elements, constructive ideas-methods, principles, a set of processes, a single phenomenon, a connection of tools." So, in the development of a methodological system for the formation of the skill of using dictionaries by primary school students, the author's point of view is guided [3].

A single unity of all elements of the system should be clearly observed. The presence of functional characteristics of the system as a whole and its individual components. The expediency of the system lies in the fact that there is not a single element in it that would not work together with others to achieve the planned result. It is also known that the basic category of the methodology is a combination of the main components of the educational process, which determines the selection of materials for the learning process, the correct choice of forms of its presentation, methods and means of teaching, methods of their organization.

I. M. Dudina points out that the methodological system consists of five interrelated components: the conceptual basis of learning (the main idea, goal and objectives); methods, forms and means of teaching, forms of organization [4]. According to the scientist, this is explained by the fact that at a higher stage of the proposed components, the functions of the elements that provide each of them are legitimate. For example, *target-substantive elements* contribute to the formation of the conceptual basis of learning, and the *control-regulatory element* provides for the control of the correct implementation of educational operations by the student in the formation of skills of using the dictionary by primary school students, and the *educational-productive element* regulates a number of actions, such as the teacher's deep control over the process, self-esteem of primary school students, determining their compliance with the tasks of teaching, identifying the causes of detected deviations, establishing new learning tasks.

According to A.M. Pyshkalo: "the *methodological system* is a set of five components that are interconnected in any discipline. They are: *goals, content, methods, means and organizational forms of training*" [5], and in the research of V. G. Krysko the following definition is given: "a *methodological system* is an ordered set of *interrelated methods, forms and means of planning and conducting, monitoring, analysis, correction of the educational process aimed at improving the effectiveness of training*" [6].

Table 1– components of the methodological system, its functions

Components	Functions of components
Training principles	The main provisions that determine the system of requirements for the content, organization and methodology of training.
Purpose of training	Focuses on a specific characteristic result (a product of action that requires type and content).
Training tasks	It registers the requirement to obtain a certain product on the basis of the first form in the process of implementing the action through operations, operations and materials for providing certain means of action.
Training content	For each academic discipline, it is determined by standards, educational programs, some regulatory acts and adjusted by teachers according to the goals of training sessions.

Training methods	A generalized expression of activity, which increases the quality of basic knowledge, giving the key characteristics of educational activities.
Learning strategies	The selected educational strategy, which is the basis for leading practice, is the main category in the methodology. The leading component in educational activities as a component of the problem learning system.
Form of training	The time and space of execution required to ensure the implementation of a step or methodological action are limited, closely related actions of the subjects of Education.
Training tools	Objects that are not considered spontaneously in the process of action, but participate in the formation of its materials as a necessary condition.
Training resources	Changing character or object objects in the process of carrying out (transporting) an action intended to obtain the desired product; fully subordinate to the purpose, tasks, as well as the structure of the means and methods of carrying out the action.

V.V. Kraevsky argued: "the *methodological system* is a holistic model of pedagogical activity, and the components of the methodological system are: *goals and expected results of training; content of training; methodological support, including teaching methods, organizational forms and means*" [7].

Based on the foregoing, we have given the following definition of the methodological system on the topic of our research: *the methodological system for the formation of the skills of using dictionaries by primary school students is a hierarchical set of holistic components (content, methods, forms and means, forms) of planning and conducting the educational process, aimed at improving the effectiveness of teaching in mastering the content of primary education.*

The formation of the skill of primary school students in the use of dictionaries is effective only if it is built as a methodological system. It is also known that the methodological system at this point will be effective only if it includes planning, control, analysis and correction of the educational process, determined by the goals, objectives and content of the created teaching in the formation of the skills of using dictionaries by primary school students.

In the development of a methodological system for the formation of the ability of primary school students to use dictionaries, we will find among the structural components the necessary ones – *the conceptual basis, the goal, objectives, content, methods, forms, tools, the expected result*, etc.

All components are in a certain hierarchical dependence, in which the dominant role belongs to the learning goals, which influence the choice of the teaching approach, positions, content, forms, methods, means of teaching, arising from the chosen approach, in which the skill of using the dictionary is formed and optimally implements the learning goals. We prefer to analyze each of the components here separately (Table 1).

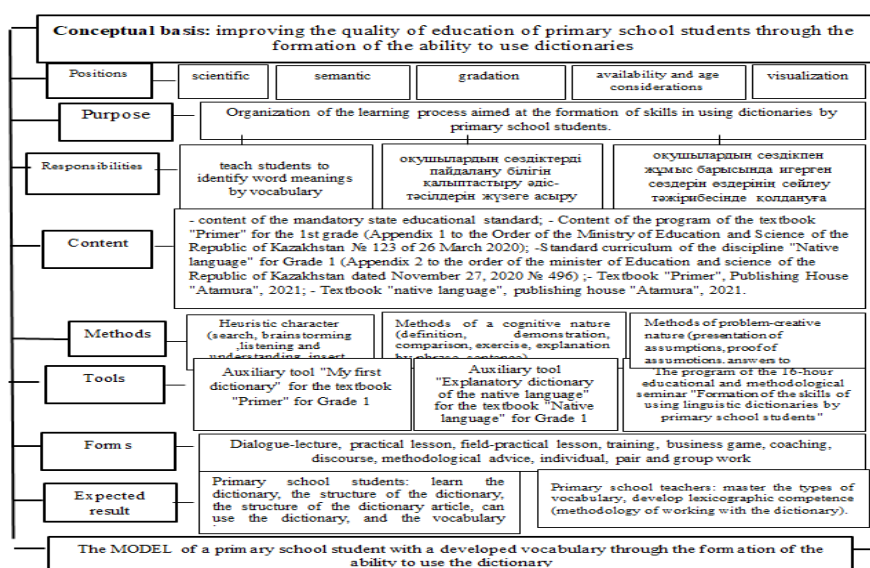


Figure 1. Methodological system for the formation of skills in using dictionaries by primary school students

The totality of components in the methodological system for the formation of the skill of using dictionaries by primary school students, the general nature of which reflects the intensity of methodological work. And *methodological work* is a complex and creative development process that includes a system of collective, group, individual work in the teacher's work with the student, that is, to qualitatively improve the scientific, teaching, professional, methodological, pedagogical and cultural level in the subject-subject dyad. The organization of methodological work is the management of teaching in the formation of the skills of primary school students to use dictionaries, the child's labor, search and the ability to make demands on the quality and result of their labor is the creative mastery of rational, effective methods in teaching practice. This will form the skills of primary school students to use dictionaries [8].

In addition, the content of training can be variable to some extent, since the same goals can be achieved by mastering different educational materials. Analysis of the content of training allows you to choose the optimal combination of training methods. It is obvious that the effective implementation of a particular teaching method takes place in certain organizational forms of the educational process. Thus, the methods and forms used determine the use of appropriate teaching aids.

The purpose of the methodological system proposed by us is to organize the learning process aimed at forming the skills of using dictionaries by primary school students.

The tasks of the methodological system arising from this goal were outlined as follows:

- teach students to determine the meanings of words by vocabulary;
- implementation of methods and techniques for the formation of students' skills in using dictionaries;
- teach students to use the words they have mastered in the course of working with the dictionary in their own speech practice (Figure 1).

The *content of training* in the methodological system is determined by standards for each academic discipline, educational programs, some regulatory acts and is adjusted by teachers depending on the goals of training sessions.

Thus, in connection with the formation of skills in using the dictionary of primary school students, the program of the textbook "Primer" for the 1st grade (Appendix 1 to the order of the Minister of Education and science of the Republic of Kazakhstan dated March 26, 2020 № 123; appendix 175 to the order of the minister of Education and science of the Republic of Kazakhstan dated April 3, 2013 № 115 is based on the standard curriculum of the discipline "Primer" for the 1st grade of primary education (teaching in the Kazakh language). According to Chapter 1 of this program, the purpose of the discipline "Primer" is *to teach letters, reading and writing, the formation of personality on the basis of national spiritual values of basic language concepts and types of speech activity*; and one of the tasks is *to improve the types of communicative activity, enrich the vocabulary. Also, in Chapter 2 of the program: among the tasks of the primer stage in the content of the discipline "Primer", task 7 is given as enrichment of vocabulary, training in the ability to express oneself* [9].

Goal in the program, enrichment of vocabulary for Grades 1 in solving tasks it is important to give importance to the materials provided in the textbook, including new words, incomprehensible words.

The standard curriculum of the discipline "Native language" for the 1st grade of the level of primary education (Appendix 2 to the order of the minister of education and science of the Republic of Kazakhstan dated November 27, 2020 № 496) has also been prepared. In the program, the tasks of the post-alphabetical period on the *content of the subject "Native language"* (section "Reading") are given as *"Finding the necessary information with the support of the teacher from sources (picture book, dictionary, reference book, Encyclopedia) compiled in primer order"* [10].

The importance of preparing and applying in practice the methodology for the component of teaching aids in the structure of the methodological system for the formation of the skills of using dictionaries by primary school students increases.

Research results. In order to determine how students look in case of encounters with incomprehensible words, it is necessary to ask: *"What do you do if you do not understand the meaning of words?"* the question was asked. The vast majority of students said that if they do not understand the meaning of words, they ask their parents, teachers, adults at home, friends, some look with adults on the internet and in books. There were also children who did not try to find out the meaning of the word [11].

In order to determine how the subject would look in the event of a meeting of incomprehensible words from students of two groups under the conditions of a revealing experiment, the researcher asked: *"What do you do if you do not understand the meaning of the words?"* we analyze the answers to the questions of the

questionnaire conducted for students, give a comparative analysis of the indicators of the results of the study. Shown in Table 2 and Figure 2 below.

Table 2-comparative analysis of the percentage indicators on questionnaire questions conducted in order to determine how the interrogator will look for the subjects in case of occurrence of incomprehensible words during the experiment

Answers	Experimental group		Control group	
	n	%	n	%
In case of difficulty understanding the meaning of the word, they ask their parents, teachers.	46	(78%)	36	(62%)
It turned out that the number of students who asked for help from the teacher was less.	4	(7%)	8	(14%)
There are also enough students who do not try to find out the meaning of an misunderstood word, that is, do not have their own cognitive activity. It turns out that there are only a few students who ask their friends.	4	(7%)	6	(10%)
The number of students who looked at the internet and books with adults was too small.	2	(3%)	4	(9%)
Other answers were: " I try to understand while listening", " I listen further, and then I understand the meaning", " I understand the fairy tale while watching".	2	(3%)	2	(3%)
Those who did not answer	1	(2%)	2	(3%)

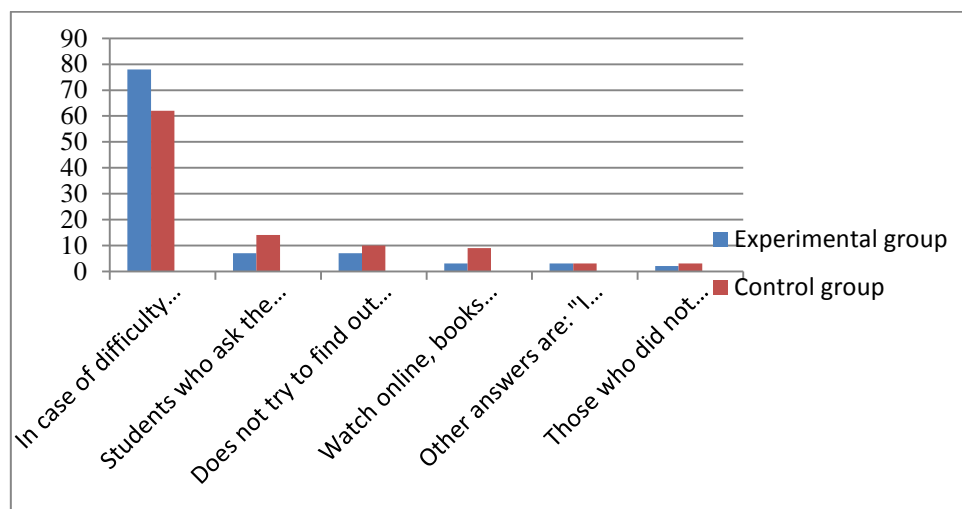


Figure 2. Diagram of a comparative analysis of percentages on questionnaire questions, conducted in order to determine how the subjects will be searched in case of occurrence of incomprehensible words during the interrogative experiment

According to the detection experiment, 78% of the experimental group showed that they ask their parents and teachers if they find it difficult to understand the meaning of a word, and in the control group – 62%. The number of students who asked for help from the teacher turned out to be less. There are also enough students who do not try to find out the meaning of an misunderstood word, that is, do not have their own cognitive activity. It turns out that there are only a few students who ask their friends. The number of students who looked at the internet and books with adults was too small. Other answers were: " I try to understand while listening", " I listen further, and then I understand the meaning", " I understand the fairy tale while watching". Such answers showed that primary school students do not try to find information on the meaning of the word. This indicates that at the detection stage of the experiment, primary school students did not have enough skills to independently search in case of encountering incomprehensible words.

In order to form the skills of primary school students to use dictionaries through the prepared dictionaries, first of all, work should be carried out to improve the skills of teachers. Therefore, a 16-hour educational and methodological seminar program "*Formation of skills in using linguistic dictionaries by primary school students*" was prepared for professional development of primary school teachers. The purpose of the educational and methodological seminar: *to improve the professional competence of primary school teachers for the formation of students' skills in using linguistic dictionaries*. In improving professional competence, priority is given to the lexicographic competence of the teacher.

Table 3-educational and thematic plan of the program "Formation of skills in using linguistic dictionaries by primary school students"

№	Topics of classes	Lecture-dialogue	Practical lesson	Coaching	Disscurs	Traveling experienced lesson	Business game	Methodological council	Total
1	2	3	4	5	6	7	8	9	10
1.1	The dictionary and its typology	1	1						2
1.2	Conceptual and categorical apparatus of the concept of " skills of using the dictionary " (skills, types of skills, lexicographic competence)	1			1				2
1.3	Didactic principles of the formation of the skill of using the dictionary by primary school students	1			1				2
1.4	Stages of the formation of vocabulary skills in students			2					2
1.5	The structure and content of educational dictionaries for Grade 1							2	2
1.6	Ways to use the reading dictionary" my first dictionary"					2			2
1.7	Ways to use the explanatory dictionary on the subject "Native language"						2		2
1.8	Tasks and exercises that improve students' vocabulary skills		2						2
Total:		3	3	2	2	2	2	2	16

Although experimental work began in the 2019-2020 academic year in schools-gymnasiums № 168 and № 148, in accordance with the changes in the curriculum, in connection with the preparation of the textbook "Primer", we conducted the formative stage in the 2020-21 academic year in the course of teaching "Primer" and "Native language" (gymnasium school № 168, gymnasium school № 148 are among the pilot schools).

During the formative period, a 16-hour educational and methodological seminar "Formation of skills in using linguistic dictionaries by primary school students" was organized for primary school teachers.

The purpose of the educational and methodological seminar: improving the professional competence of primary school teachers for the formation of students' skills in using linguistic dictionaries.

Objectives of the educational and methodological seminar:

- improving teachers' knowledge of the dictionary and its typology;
- methodological training of teachers for the formation of skills in working with dictionaries in primary grades;

– formation of a practical environment among teachers on the skills of using the dictionary of primary school students.

Expected result:

- knows the dictionary and its typology;
- master the methodology of using dictionaries;
- best practices are differentiated and summarized.

The educational and thematic plan of the program is given in Table 3 below.

As an introduction to the course, the requirements for the vocabulary use skills of a primary school student in regulatory documents are considered. In order for the teacher to teach schoolchildren to be able to use linguistic dictionaries, it is necessary to know the scientific foundations of lexicography. Therefore, the *first topic* was given as "The dictionary and its typology". At the first lesson, which is held in the form of a lecture-dialogue: the dictionary is interpreted as a special genre of information and reference literature; the typological problem of dictionaries in the theory of lexicography is considered; in modern lexicography theory, the components of a dictionary article are analyzed. In the practical training, work is carried out to draw up the types of dictionaries, describe their structure, analyze and compare the structure of the dictionary article of different types of dictionaries.

Mastering the concepts of lexicography allows the teacher to understand the features of educational dictionaries for primary school, to orient the cognitive and component parts of the vocabulary use shaft, and also increases the opportunities for primary school teachers to acquire self-knowledge. The type of dictionary is determined by the purpose and form of the dictionary, that is, the unit of description. In accordance with it, by determining the unit of description of the word and the main aspect or level of the lexical system of the language, the teacher can selectively use the dictionary, his skills in working with the dictionary are improved.

In Topic 2, the concepts of " skill", " ability to read", " lexicographic competence "in the psychological and pedagogical literature on the conceptual and categorical apparatus of the concept of" ability to use the dictionary " are differentiated and discussed. The fact that knowledge is the basis of the formation of skills, the difference between skills and skills is discussed, and the structural and substantive nature of the concept of "skills of verbal use" is revealed. Lexicographic competence is considered as one of the components of the language competence of students. Specific knowledge and small skills are formulated, which form the basis of the cognitive and operational components of the skill of working with dictionaries.

Topic 3 discusses the didactic principles of the formation of the skill of using the dictionary by primary school students. Here, along with the scientific position of the educational material, the position of consistency and consistency of teaching, the position of accessibility and taking into account age, the semantic position, the position of gradation in accordance with our research topic are taken, which are analyzed separately as the main didactic positions for the formation of vocabulary skills of primary school students.

Topic 4 is devoted to the stages of the formation of students ' vocabulary skills. It is discussed that the stages of the methodology for the formation of the skill of using linguistic dictionaries by primary school students are determined on the basis of the tasks of developing structural components (motivational, cognitive, operational) that have significant interrelationships for the formation of skills. At each stage, the main attention is paid to one of the components of the components.

The teacher, knowing the scientific foundations of the holistic performance of individual operations and actions, optimally masters the skills for students.

Topic 5 provides methodological advice on the structure and content of educational dictionaries for Grade 1. The difference between the educational dictionary for primary grades and voluminous academic, reference dictionaries is explained. Based on the opinion of scientists who assessed that the main difference between the educational dictionary and general dictionaries of an academic nature is that it is "a small, but instructive Dictionary of great form", it is considered that the specificity of the educational dictionary is primarily manifested in its word composition and targeted selection of language material, the composition and content of the dictionary is presented in a small form The next special aspect of the educational dictionary is associated with the disclosure (semantization) of the meaning of the lexical unit, the explanation given in the dictionary is given to students in familiar, understandable words. Another important feature of the educational dictionary for us is its complexity. Educational dictionaries for elementary grades can also combine the features of dictionaries of other types. The fact that the comprehensive reading dictionary is used for the purpose of familiarizing with polynomials, homonyms, synonyms and antonyms is explained by

the fact that the dictionary consists of three parts ("I learn to understand a word", "words with close meaning", "words with opposite meaning").

In topic 6, ways to use the reading dictionary "my first dictionary" were considered. Familiarizing students with the dictionary, its structure, teaching the algorithm for finding a word in the dictionary, familiarizing students with a system of special exercises that form the skill of using the dictionary, and analyzing the effectiveness of using the dictionary. Teachers participating in the course attend classes in schools. At the literacy stage of the 1st grade, it is observed that work with the dictionary is carried out in direct contact with explanatory reading, in accordance with the content of the educational material in the textbook, the student's work with the dictionary is carried out with the help of a teacher.

Topic 7 is devoted to ways to use the Explanatory dictionary on the subject "Native language". Comparing this dictionary with "My first dictionary", the position of gradualism in the compilation of the dictionary is explained. The informational activity of primary school students in working with dictionaries is organized and analyzed in the form of a business game.

On topic 8, tasks and exercises that improve students' vocabulary skills are considered. In accordance with this, teachers accumulate a card index of exercises that form the skill of using vocabulary.

Particular importance was attached to the study of the educational and cognitive activity of a primary school student, monitoring the dynamics of the formation of the skill of using vocabulary, explaining the features of the student's activity in mastering the described skill. Educational activities in experimental teaching are aimed at mastering linguistic knowledge (semantic, spelling, etc.) and techniques for mastering lexicographic skills.

Conclusion. In conclusion, the system of formation of vocabulary is a process of joint activity of teachers and students. The interconnection of subjects is carried out through the exchange of information. Depending on the stage of training, the degree of cognitive activity of primary school students changes. The role of the teacher consists in organizing the partial-search activity of children, managing and supervising the process of students' awareness of educational tasks, finding ways to solve them, mastering the techniques of self-control as a result of cognitive activity. The specifics of the development of the main structural components of educational activity (content, volume, complexity) determined the stages of experimental learning. At each stage of training, certain educational and research tasks are solved, their relationship is given.

Having determined the structure and function of the methodological system for the formation of skills in the use of dictionaries by primary school students presented in our article, we can give the following recommendations:

– The main content of the 16-hour educational and methodological seminar "formation of skills of use of linguistic dictionaries by primary school students" is included in the composition of educational programs prepared for short-term advanced training courses for primary school teachers at the national level;

– Systematic work for Grades 2-4 will be carried out as a continuation of educational dictionaries for the 1st grade, and the preparation of graduated educational dictionaries for primary grades will be established;

– The products of the diploma project and master's theses prepared under the program of primary education at the University contain topics related to the problem of the ability of primary school students to use dictionaries;

– author's projects, variable courses are prepared and put into practice in primary school students on the skills of using dictionaries.

We thank the staff of school–gymnasium № 148 and № 168 in Almaty for their support in conducting experimental and experimental work.

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