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THEORETICAL BASIS FOR ASSESSING THE LEVEL OF VOCABULARY IN PRIMARY SCHOOLS

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Abstract: Formation of cognitive abilities in primary grades in accordance with the age characteristics of the student contributes to the effective implementation of the educational process. This period is characterized by the active acquisition of vocabulary and the ability to use it in speech contexts. The article analyzes the need to study cognitive processes and assess the psychological status when assessing the level of vocabulary acquisition in primary grades. A brief, approximate, systematic program for assessing students' cognitive processes has been developed.

Keywords. Primary school, methodology, pedagogy, replenishment of vocabulary, attention, memory, perception, speech, cognitive abilities, psychological state.

Introduction

From the moment a child is born, they enter a period of active development. Speech development is considered one of the key processes in a child's overall growth and requires continuous and systematic work. The development of speech in preschool-aged children largely depends on the family environment and the social context. This, in turn, explains the differences in vocabulary size among children at various preschool age stages. Primary education textbooks are designed to encompass the knowledge that learners at this age are expected to know, understand, and acquire. These textbooks are developed with careful consideration of children's age-related, psychological, and physiological characteristics.

In some cases, limited vocabulary and below-average development of psychological processes such as attention, memory, and perception directly affect the learning process. A well-developed lexical base and its active use enable age-appropriate comprehension and perception of texts, as well as thinking processes. This plays a crucial role in the formation and development of children's cognitive, logical, and imaginative abilities. Therefore, the issue of expanding vocabulary in primary school classrooms with learners who have different levels of lexical competence remains highly relevant and significant.

The issue of studying word formation in primary school has long attracted the attention of scholars such as F. I. Buslaev and K. D. Ushinsky. In particular, F. I. Buslaev emphasized the necessity of word-formation activities in mother tongue lessons to help students more fully understand the lexical meanings of words. This approach ensures the correct and conscious selection of words in natural speech situations. K. D. Ushinsky also highlighted the importance of word-formation activities at the initial stage of mother tongue teaching and emphasized their developmental character. Word creation serves as valuable material for solving problems related to the development of students' logical thinking. Underestimating the importance of teaching word formation leads to spelling skills that are not supported by knowledge of prefixes and suffixes existing in the language, as well as poorly developed abilities to create new words and use them effectively in speech.

Methodology

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Before initiating methodological work aimed at increasing vocabulary among primary school students, it is essential to assess learners individually and evaluate their vocabulary levels. Prior to vocabulary enrichment activities, it is necessary to examine the extent to which a child's psychological processes—such as attention, perception, and memory—are developed, as well as to conduct special experimental assessments to evaluate their cognitive and logical abilities. Once individual characteristics are identified for each child, general teaching methods should be applied during classroom lessons, while individualized methodologies should be implemented in extracurricular activities.

To assess children's psychological, logical, and cognitive abilities, special cards, problem-based tasks, and case studies can be used for gradual assessment, followed by evaluation based on a scoring system. Once specific scores corresponding to each child's developmental age are obtained, it becomes possible to apply a general methodology when working with textbooks and an individualized approach during extracurricular sessions.

Analysis and Results

The stages of development of a child's psychological, physiological, cognitive, sensory, and creative abilities have been established by psychologists and speech therapists-defectologists based on scientific research and defined norms. Accordingly, before developing a child's speech, it is crucial to accurately assess their overall developmental level, normative indicators, and cognitive abilities. In particular, psychological and cognitive abilities, as well as logical thinking, can be assessed through structured diagnostic procedures.

For children aged seven, assessments can be conducted at three levels:

1. Easy level
2. Intermediate level
3. Advanced level

To conduct diagnostic assessments at the easy level, the following sample tasks may be used:

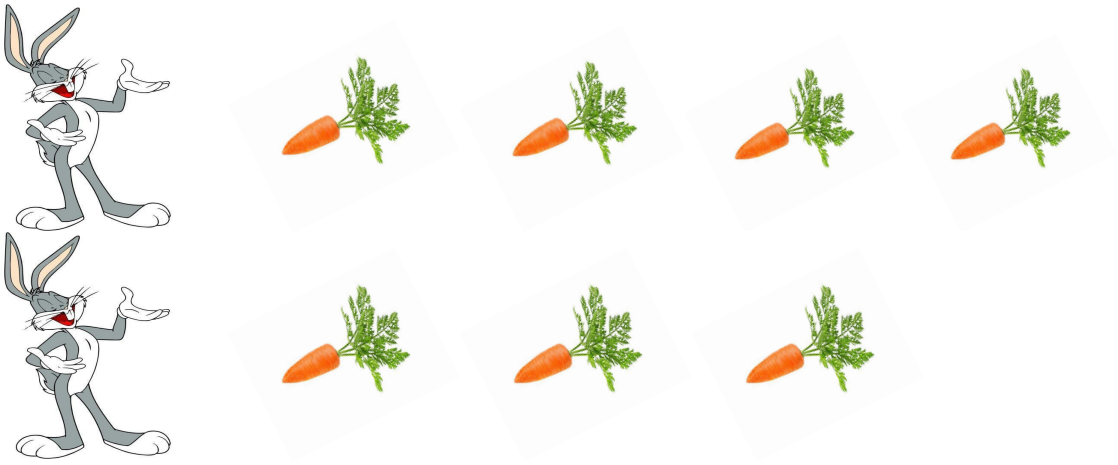
Task 1. Identify which of the following alphabet letters is not in its correct position and determine where it should be placed.

A, B, E, D, F

Correct answer – 1 point

Incorrect answer – 0 points

Task 1. The bunny had 4 carrots and ate one of them. How many carrots does the bunny have left?



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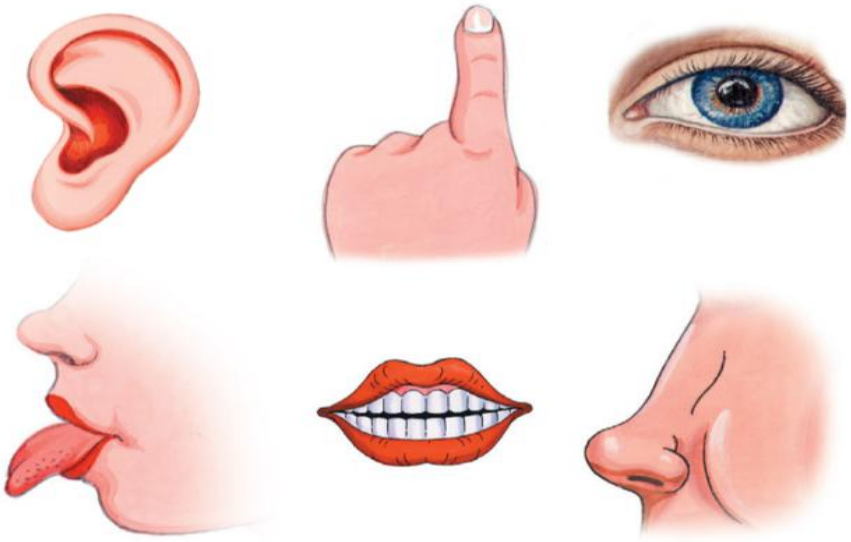
Correct answer – 3 points
Incorrect answer – 0 points

Task 1. Look at the picture. What functions do these body parts perform? For example: I hear with my ears.



1-Topshiriq. Ramsda ko‘rsatilgan buymlar qaysi harf bilan boshlanadi?



.aroq .aketa .uv .okolad



.ola .oynak .uyon .ebra

2-topshiriq.D harfi bilan boshlanuvchi buyumlarni toping va aylana bilan belgilang

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Such tests not only assess the level of vocabulary acquisition and correct pronunciation, but also evaluate differences in the types of primary mental abilities listed below.

Verbal meaning: This refers to semantic comprehension, that is, the ability to understand the meaning of words perceived through audio or visual input.

Logical reasoning: For example, the ability to determine which rabbit will reach the carrot faster.

Computation: The ability to perform arithmetic operations, that is, addition and subtraction that do not involve solving complex problems.

Verbal fluency: A measure of ease and speed in writing and speaking abilities.

Reasoning: The ability to solve problems, make plans, anticipate consequences, and learn from previous experience. This is considered the most important of the primary mental abilities.

Memory: The ability to retain information, such as a telephone number, a poem, or events that occurred years ago.

Perception: The ability to see differences and similarities between objects.

The tests also assess a child's specific abilities in one or more of these areas that determine the overall level of IQ. For example, a child who is particularly good at understanding and using words may achieve strong results in writing, speech, and journalism; a child with a strong sense of spatial perception may excel in geometry, art, and geography.

It should also be noted that, in addition to abilities, a child's level of intellectual development is determined by other factors, including the opportunities available to the child for activity, as well as their social and emotional environment. For instance, vocabulary size may vary widely depending on social background. In this sense, administering such tests at the beginning, middle, and end of the academic year, evaluating the results, and determining mechanisms for individualized instruction are of great importance.

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