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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

WORK ON LEXICAL-SEMANTIC FEATURES OF THE WORD AS AN IMPORTANT TOOL IN THE FORMATION OF STUDENTS' SPEECH CULTURE
(V-IX Grades)

Speciality**:** 5801.01-Theory and methodology of training and upbringing (Methodics of teaching of Azerbaijani language)

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INTRODUCTION

The significance and level of exploration of the study. Extensive and comprehensive state support to education in the Republic of Azerbaijan has created conditions for modernization, strengthening and enrichment of its material and technical base, as well as content and structural renewal, and qualitative improvement of the training process. As a result, the formation of an active, thought-provoking learning environment in the majority of secondary schools has strengthened the growing interest of the younger generation in education. The "State Strategy for the development of education in the Republic of Azerbaijan" approved by the Order of the president of the Republic of Azerbaijan Mr. Ilham Aliyev dating October 24, 2013, gives sufficient push to the work done in this area. In this important document, prepared with reference to contemporary ideas and advanced experience, *"creation of the content of self-education based on competence"*[1] was considered to be more important among the other five priority areas of our education and thus, the importance of building students' personality was brought to attention.

The curriculum reform, that was implemented from the education year of 2008/2009 in the first grades of secondary schools, basically serves to the realization of that trend. This program (curriculum), which plays a fundamental role in updating the content of education in accordance with the requirements of the developing society, embraces the most necessary knowledge and skills based on learning outcomes to make the growing generation be more prepared for an independent life.

It is clear that for a modern teenager, armed with social, communicative, cultural and other competencies, it is relatively easy to gain self-affirmation in a society and have a high coefficient utility. From this point of view, the tasks facing the Azerbaijani language as one of the main subjects of training are broad and multifaceted. It is true that the main goal of the subject is *"to ensure students to acquire the culture of speech by formulating general*

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[1] State strategy for the development of education in the Republic of Azerbaijan // – Baku: Azerbaijani school, – 2013. № 5, – p.13.

speech and language skills"[2]. As a form of expression of national thinking, *"it's being a means of thinking, learning and speaking"*[3] further expands the responsibilities of this subject. At the beginning of the XXI century, National Leader Heydar Aliyev, as President of the Republic of Azerbaijan, issued a decree "On improving the use of the state language", which gave a great impetus to problems related with "creating a fundamental change in the teaching of the Azerbaijani language in secondary and higher schools and the quality of education in the Azerbaijani language" and to methodological research.[4] Also, the Decree of the Great Leader of January 2, 2003 "On the application of the Law of the Republic of Azerbaijan" on the state language in the Republic of Azerbaijan"[5] created a legal basis for all recent work in this area." ... Therefore, to make more effective use of the potential of our language in the period of independence, it is especially important to improve the quality of teaching national language in secondary schools.

As it is known, thinking is formed together with speech development. This interaction, the parties of which complement each other, ensures students' acquisition of flexible thinking and cultural speech habits. If flexible thinking means a quick reaction to problems in life and in the process of learning, eliminating them or to look for their solutions, speech culture is considered to be a speech distinguished by the richness of its vocabulary and meeting the norms (phonetic, lexical and grammatical) of language. The richness of the vocabulary of students depends on the level of knowledge of the word and its shades of meaning. Sometimes a student whose vocabulary is enriched by means of the influence of the environment, family,subject teachers, literature, texts read from manuals,

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[2] Subject curriculum for secondary schools of the Republic of Azerbaijan (I-IV grades) / – Baku: Mutarcim, – 2008. – p.13.

[3] The same source, – p.13.

[4] Decree of the President of the Republic of Azerbaijan dated Juny 18, 2001, "On improving the use of the state language" // – Baku: Azərbaycan müəllimi, – 2001, Jule 1-7.

[5] Decree of the President of the Republic of Azerbaijan dated January 3, 2003, "On the state language in the Republic of Azerbaijan" // – Baku: Azərbaycan müəllimi, – 2003, January 9-16.

exercises, as well as information and communication tools while passing from one grade to other, faces certain problems in using it in the oral and written speech.

Word is the main unit of the language. They, namely, play an important role in the clear and precise expression of thought. In order to understand the essence of the world surrounding us, its laws, concepts, processes, the student must know the words that name them, in order to convey and share his/her ideas and thoughts to others. And words differ from each other in their origin, usage, and semantics. To understand these characteristics, language perception should be generated in students. The formation and development of language perception require the provision of certain knowledge, information on lexis. This process, which takes an important place in the formation of students' habits of speech culture is observed in a conscious approach to each word and its semantics. A student who understands unfamiliar words from a lexical-semantic point of view is able to use it in various speech situations by incorporating it into his / her active lexicon.

In studies on linguistics, the lexical layer of our language has been thoroughly studied. So that, the lexical-semantic properties of words have comprehensively been studied by such outstanding scholars as S.Jafarov[6], A.Gurbanov[7], Z.Verdiyeva, F.Agayeva, M.Adilov[8], T.Afandiyeva[9], H.Hasanov[10], B.Khalilov[11], Q.Jafarov[12],

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[6] Jafarov, S. Modern Azerbaijani language. Lexis II part. Textbook for philological faculties of higher schools / S.Jafarov. – Baku: Education, – 1982. – 215 p.

[7] Gurbanov, A.M. Modern Azerbaijani literary language/ A.M.Gurbanov. – Baku: Education, – 1985. – 408 p.

[8] Verdiyeva, Z. Semasiology of Azerbaijani language: a manual for higher schools / Z.Verdiyeva, F.Agayeva, M.Adilov.– Baku: Education, 1979. – 328 p.

[9] Afandiyeva, T. Lexical stylistics of the Azerbaijani language (literary style) / T.Afandiyeva. – Baku: Science, – 1980. – 249 p.

[10] Hasanov, H.A. Lexis of the modern Azerbaijani language. Teaching aid for high school / H.A.Hasanov. – Baku: Education, 1987. – 308 p.

[11] Khalilov, B.A. Lexicology of modern Azerbaijani language / B.A.Khalilov – Baku: Nurlan, 2008. – 442 p.

[12] Jafarov, G.H. Lexical-semantic system of the Azerbaijani language / G.H.Jafarov – Baku: Science, – 1984. – 124 p.

N.Mammadov[13] and others. However, the question of how to use the information that has theoretical and practical importance in school textbooks, how to determine its volume and teaching form and which grade to choose for this purpose was and still remains to be one of the issues troubling the science of methodology of teaching of the Azerbaijani language.

The study shows that methodologist scientists as A.Afdandilzade[14], B.Ahmadov[15], Y.Karimov[16], H.Baliyev[17], K.Mikayilov[18], N.Abdullayev[19], S.Valiyev[20], and others have conducted extensive research on such issues as teaching the lexicon of our language at different levels of secondary schools, on enrichment pupils' vocabulary and in general, on the formation of speech culture. However, the development of a new context of teaching Azerbaijani language in secondary schools and fundamental reconstruction of the modern lesson models require a different view and a different approach to the problem. The most important problem faced in new textbooks on Azerbaijani language is that the students are provided with many words that can hardly be considered suitable to enter their active vocabulary. Of course, the lack of balance between the words that form active lexicon of the language which

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[13] Mammadov, N.B. Lexical synonyms of verbs in modern Azerbaijani language/ N.B.Mammadov. – Baku: Education, – 1991. – 112 p.

[14] Afandizadeh, A. About methodological principles of Teaching of Azerbaijani Language // – Baku: Teaching of Azerbaijani language and literature, – 1986. №1. – 112 p.

[15] Ahmadov, B. Ways of developing students' speech in lessons of mother tongue (V-VIII grades) / B.Ahmadov. – Baku: Education, – 1967. – 112 p.

[16] Karimov, Y.Sh. Fundamentals of vocabulary exercises in Azerbaijani lessons of primary classes / Y.Sh.Karimov. – Baku: Education, – 1978. – 112 p.

[17] Baliyev, H.B. Methods of teaching Azerbaijani language / H.B.Baliyev, A.H.Baliyev – Baku: Qismat, – 2014. – 112 p.

[18] Mikayilov K.H. Enrichment of students' vocabulary / G.H.Mikayilov. – Baku: Education, – 1968. – 112 p.

[19] Abdullayev, N.A. Fundamentals of a culture of speech / N.A.Abdullayev. – Baku: Science and education, –2013. – 112 p.

[20] Veliyev, S.I. System of work on synonymy in teaching Azerbaijani language (grades 4-8): / abstract of the research study of the candidate of pedagogical sciences, / – Baku: 1985. – 24 p.

have gained polysemantic peculiarities and usage during the process of historical development and those which are rapidly included in the language in relation with the development of society, science, and technical progress reveals contradictory points during the training.

The student, left with a choice, faces a certain difficulty in purposefully using the word and its shades of meaning in his speech.

If in primary classes, the student's attention is more focused on the correct spelling of words in accordance with spelling rules and understanding the meaning through the dictionary, then in upper classes, especially at the level of general secondary education, that is, in V-IX grades, systematic acquisition of lexical and semantic features of words is given priority.

We consider that the study of this work, which occupies a special place in the formation of students' comprehensive speech habits, on the basis of modern pedagogical and methodological thinking, would lead to the elimination of existing contradictions and difficulties, which in its turn, is an important indicator that the theme of the research paper is devoted to an urgent problem.

The process of forming speech culture in students of 5-9th grades in theaching the Azerbaijani language forms **the subject** of the research.

Students' mastering the lexical-semantic features of words inn the 5-9th grades constitutes the object of the research.

The aims and tasks of the study. The purpose of the study is to determine the possibilities and ways of enriching students' vocabulary systematically working on the lexical and semantic features of words in the process of teaching Azerbaijani language and thereby ensuring the formation of a culture of speech.

To implement defined goals, the following tasks have been set before the study:

1) to involve the scientific works devoted to lexical and semantic features of words in Azerbaijani linguistics to analyze for providing an exact definition of the linguistic foundations of the problem from the theoretical view.

2) to investigate the pedagogical and psychological basis of the problem and determine its level of elaboration (investigation) in the teaching of Azerbaijani language;

3) to examine how the problem is put and realized in the current curriculum of "Azerbaijani language" as well as in the textbooks prepared on the basis of this subject program, to reveal the positive sides and missing aspects of the problem;

4) to specify the difficulties and contradictions in the current school experience;

5) to suggest the most effective ways of better mastering the meaning properties of a word and justify them with a pedagogical experiment.

Research methods. The following methods are used in the study:

1. Theoretical analysis. Linguistic, pedagogical, psychological and methodological literature is involved in the analysis, the views and considerations useful for the investigated problem are taken as the basis, the level investigation of the problem in programs, textbooks id determined and the results are generalized through this method.

2. Observation. In a number of schools, for example, in schools 8, 36, 38, 42, 58, 95, 138, 247 in Baku, in schools 1, 2 and 9 of Khirdalan city of Absheron district, the current state of the problem of teaching lexical-semantic features of a word in Azerbaijani language classes in the 5th-9th grades is observed and concrete results are obtained.

3. Interview. Oral and written surveys were conducted in order to study advanced work experience, teachers' attitudes to the problem and its arrangement in textbooks.

4. Pedagogical experiment. To get a clear idea of the real situation of the problem, in the education year of 2014/2015 in teaching Azerbaijani language, with participation of 592 pupils a defining experiment carried out in schools 8, 36, 38, 42, 58, 95, 138, 247 of Baku city and in schools 1, 2, 9 of Khirdalan city of Absheron district. Various lessons based on modern pedagogical and methodical ideas were organized in the 5th-9th grades during the years of 2015-2018 and thus teaching experimental materials were applied in practice. In the education year of 2018/2019, a manitoring

experiment involving 722 pupils in 26 classes was conducted, and the effectiveness of the proposed methodology was revealed through the work on test and text samples in the class.

5. Mathematical and statistical methods. The figures and percentage indicators of the results obtained during the survey and pedagogical experiment were contrasted, the ratio indicators were compared and thus the basis for an interpretation of the ideas and judgments was formed.

The research study was carried out in 4 stages:

At the first stage, the setting and research level of the problem in methodical literature was studied, the literature devoted to the linguodidacdic (pedagogical) foundations were involved in the analysis, and the goals and objectives of the study were determined.

In the second stage, the program and textbooks were analyzed, observations were made to study the current state of the problem in school practice, and a survey was conducted with teachers and students.

In the third stage, the methodology of the work on mastering the lexical-semantic features of the word was worked out.

At the fourth stage, the efficiency of the applied work was checked by conducting a pedagogical experiment.

Research questions presented to defense:

1. Word is the main unit of a language. The formation of vocabulary skills in students plays a key role in enriching their vocabulary and thus in developing their abilities of speech culture. But the student adds any word into the lexicon only after mastering it from a lexical-semantic point of view.

2. Mastering lexical and grammatical features of the word occupies a special place in teaching the Azerbaijani language. Understanding a word from the grammatical point of view without having a deep understanding of its lexical-semantic peculiarities stands among problems causing issues of the teaching process. Therefore, systematic, consistent and continuous work should be carried out for teaching the semantic aspect of a word in all grades of secondary education.

3. In lessons, more attention should be given to the work on revealing the meaning of a word in accordance with the context and to the contrast of figurative meaning by providing its synonyms and antonyms, rather than to the disclosure of the meaning of a word through the use of dictionaries.

This allows both to develop students' skills of language perception and to have a sensitive approach to a word, as well as to be able to work on the text, which is the main unit of speech and to formalize their research skills.

4. During the training, lexical-semantic work should be done not on borrowings having terminological character, but on words that have a general character, have gained prominence in the language, and are productive in the word-formation. Only in this case, it is possible to achieve the formation of oral and written speech habits in accordance with the expected learning outcomes.

The scientific novelty of the study justifies (substantiates) that the systematic approach to the studies on mastering lexical-semantic features of the word in teaching Azerbaijani language was justified, the formation of relevant knowledge and skills in the process of work on text or sentence was put forward.

The theoretical significance of the study:

- as the main requirement for the formation of habits of speech culture the tasks serving to enrich the students' vocabulary were grouped and explained in didactic terms;

- the methods of teaching that play an important role in the formation of students' verbal skills are determined;

- the methodology applied to work out the meaning of a word according to the context is interpreted.

The practical significance of the study. Specific suggestions have been provided for a more complete presentation of some sub-standards of the main standards related to the content of reading rules and language in the program (curriculum) of the Azerbaijani language and the possibilities of improving textbooks in grades V-IX are pointed. For the purpose of more interesting and active organization of the educational process, teachers were given appropriate suggestions and recommendations, the content of lexical

and semantic work carried out in connection with the formation of students' cultural speech skills is clarified.

The results of the study can be used in the process of teaching the Azerbaijani language in secondary schools, in improving programs and textbooks, in conducting lessons on speech development in higher schools, and in teacher refresher courses.

Approbation and application. General results and main provisions of the study are reflected and presented in speeches made at the 10th International Great Turkish language Assembly (Sarajevo, October 28 -November 1, 2015), at the International Conference on Good Practices and Innovations in Education (Izmir, October 26-28, 2015), XXI Republican Scientific Conferences of doctoral students and young researchers held by the Ministry of Education of the Republic of Azerbaijan (BSU, 24-25 October 2017), at the III International Scientific Conference of young researchers dedicated to the 92nd Anniversary of the national leader Heydar Aliyev (Caucasian University, 17-18 April 2015), at the I International Scientific Conference of young researchers dedicated to the 94th Anniversary of the national leader Heydar Aliyev (Baku Engineering University, 05-06 May 2017), at X Republican scientific-practical conference titled "Historicism and modernity in education" to dedicated to 95th Anniversary of the national leader Heydar Aliyev (BSU, May 8, 2018)

In general, the essence of the problem under study, its suggested operational methodology was published in scientific-methodical journals published in the republic and abroad and delivered to specialists and teachers of the subject via 13 articles.

The organization where the dissertation work is fulfilled. The dissertation work was performed at the Department of Azerbaijani language and technology of its teaching of the Azerbaijan State Pedagogical University.

The structure of the dissertation paper. "Introduction" – 15360 characters and 8 pages, Chapter I "Linguodidactic basis of formation of students' speech culture" – 91692 characters and 54 pages (1.1."Linguistic foundations of the work on the lexical-semantic features of a word in teaching the Azerbaijani language" – 19151

characters and 10 pages; 1.2."Pedagogical, psychological and methodological justification of the problem" – 33587 characters and 18 pages; 1.3."The content composition of the work on lexical-semantic features of the word in programs and textbooks of Azerbaijani language" – 21542 characters and 17 pages; 1.4. "Studying and summarizing school experience in terms of the problem" – 17412 characters and 11 pages,), Chapter II "The possibility and ways of organizing work on lexical-semantic features of the word on the formation of speech culture" – 119164 characters and 72 pages (2.1."The enrichment of vocabulary as an important condition of the culture of speech" – 20687 characters and 11 pages; 2.2."Possibility and ways of organizing work on lexical-semantic features of the word" – 83126 characters and 49 pages; 2.3."Arranging, conducting and summarizing the experiment" – 15351 characters and 13 pages), "Conclusion" – 8161 characters and 4 pages), a list of references 11 pages.

The study includes an introduction (234377 characters, 151 pages

THE MAIN CONTENT OF THE STUDY

In the **"Introduction"** of the dissertation, the relevance of the topic is substantiated,the level of elaboration is determined, aims and tasks and objectives of the study, working assumption and methods are clarified, the provisions of the defense are explained, information is given about scientific innovation, theoretical and practical importance, approbation and structure of the work of the study.

Chapter I is called **"Linguodidactic basis of formation of students' speech culture"** and consists of 4 paragraphs. The first paragraph of this chapter, entitled **"Linguistic foundations of the work on the lexical-semantic features of a word in teaching the Azerbaijani language"**, **1.1** states that the formation of the culture of speech in secondary school students, depends on systematic work on sound and letter composition (in other words, on pronunciation and writing), conscious mastering of lexical and grammatical meanings of words forming the basic vocabulary foundation of our language. The concept of "speech culture " covers quite a wide area. As professor N.Abdullayev noted, "*speech culture and literary*

language norms, speech culture and speech ethics, the role of cultural speech in social and socio-economic development, ways and methods of mastering speech culture and other issues the are the main factors contributing to cultural speech" [21]. However, one of the important research objects of the culture of speech is the problem of forming the ability to work with words, which is the main language unit. It is clear that the vocabulary of the student, who is familiar with semantic features of the word, gets enriched, he obtains the ability to enter polemics with others in different speech situations, to express his/her thoughts verbally and in written form, and this ability is constantly developed by correct organization of the learning process. Therefore, without a clear understanding of the essence of the word, its lexical-semantic features, it is impossible to form this process on a scientific-methodical basis.

Although the word is a research object of the lexicology branch of linguistics, it is also studied in the morphology and vocabulary sections. If these sections study the word as the main means of a grammatical arrangement of a language and rules of word formation, lexicology studies it in order to clarify the essence of its meaning in the lexicon. Referring to the assumptions and opinions of well-known linguists, as, A.Gurbanov, A.Akhundov, Q.Kazimov, Z.Verdiyeva, Y.Seyidov, H.Hesenov, T.Afandiyeva, B.Khalilov and others, it's concluded that studies on the explanation of lexical-semantic features of the word in Azerbaijani linguistics were conducted in two directions. Studies conducted in the first direction were carried out within the scope of lexicology and semasiology, which is a part of it, and examined the place of the word in the dictionary, its shades meaning in a particular context, homonyms synonyms and antonyms related to that context. The second direction is related to the word groups, which include separate parts of speech. By engaging the existing researches in a comprehensive analysis, it's concluded that the semantic features of the word can be taken as the object of research both in lexicology (semasiology) and morphology.

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[21] Abdullayev, N.A. The A. Fundamentals of speech culture / N.A.Abdullayev. – Baku: Science and education, – 2013, – p.8.

Thus, both directions should be taken into account in the organization of methodological work on lexical-semantic features of the word in secondary schools.[22]

The second paragraph called **"Pedagogical, psychological and methodological justification of the problem" 1.2** states that the progressive feature of the training at the modern stage is aimed at the comprehensive training of the educator. Therefore, the training process should be developed in such a context and organized in such a way that to contribute to the constant mental, physical and psychological development of the student. Research studies of such well-known educators, as L.V.Zankov, N.A.Menchinskaya, D.B.Elkonin, M.A.Danilov, M.N.Skatkin, and others on developmental training of show that this concept doesn't only mean the development of the thinking of students, but their overall comprehensive development in general. At present, the main problem of didactics is the provision of students' cognitive activity in the training process. Therefore, in training, it is necessary to master the knowledge not in a ready form, but through discovery. The student's field of activity is the process of training and learning. His/her activity in the training process is related to his/her involvement in the solution of the problem from a cognitive point of view. For this reason, the training process should not be one-sided, that is, the functions of teaching, nurturing and developing in training should be performed in interaction. From the psychological views of such scientists as L.S.Vikotski, V.V.Davidov, N.I.Jenkin, A.Bayramov, A.Alizade it's concluded that the role of choice of words and rational use of its shades in the correct and accurate expression of speech is undeniable, and it is among the factors that strongly influence the overall development, especially the formation of thinking, of the student. The works carried out on the role of lexical-semantic features of the word in formation students' speech culture, of course, are among the issues interesting the science of teaching methodology of the Azerbaijani language. Studies of such

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[22] Gafarli, A.A. Linguistic basis of work on lexical-semantic features of the word in teaching the Azerbaijani language // – Baku: Qızlar University (Girl's University), Scientific works, – 2016. № 3, – p. 22-23.

scientists as B.Chobanzade, A.Abdullayev, A.Afandizade, B.Akhmedov, H.Baliyev, A.Ahmadov, as well as Russian methodists (K.D.Ushinski, M.T.Baranov, etc.), show that the mastery of lexical-semantic features of the word in language teaching should be associated with the study of vocabulary, lexis, and morphology. The effective design of this work depends on the application methods of observation, lexical and etymological analysis on the text.

In the **1.3rd** paragraph titled **"The content composition of the work on lexical-semantic features of the word in programs and textbooks of Azerbaijani language",** traditional subject-oriented programs and textbooks were involved in comparative analysis with modern student-centered programs and textbooks and the level of handling of the problem was determined by comparison. İf in the traditional Azerbaijani language programs and textbooks lexical-semantic features of words were, as a rule, aimed at the formation of students' linguistic knowledge within the framework of section "Lexcics", the new subject programs and the textbooks prepared on this basis, target at the development of oral and written speech skills of students. Thus, in the sub-standards of relevant content lines, the student's awareness of lexical-semantic features of the word, the formation of the ability to work in words and make any idea correct and comprehensive is emphasized as an activity. According to the principle from simple to complex, these activities are developed by improving in accordance with forms.

At the same time, it is noted that one of the highlights of the new subject program (curriculum) in the 5th grade is the content line 4.1.2 of the "Language rules" which aims at creation the ability to explain the semantic features of the word along with the sound composition, its the methods of formation and the grammatical meaning in a student. However, this type of activity, which is related to the semantic features of the word and presented within the line of "Language rules" content is no longer required in the upper classes, and it is noted as a fact having negative affects on the content of the training. In addition, it is concluded that new generation textbooks are more interesting, more practical than traditional textbooks, the following shortcomings are also noted:

1.The texts in the textbook are relatively large, and all these long texts do not allow carrying out work in accordance with the instructions and exercises put on them during the lesson. The explanation of unfamiliar words in these texts in the volume of the page half, sometimes 2 and even 3 pages, and the defining out their lexical-semantic features create certain difficulties for students.

2.Little attention is paid to the strengthening, repetition, deepening of the words in the speech and word-stock of the students. Thus, the disclosure of the features of the new words given in one text and their relations with the texts of other sections is rarely referred to in the textbook[23].

In paragraph **1.4**. called **"Studying and summarizing school experience in terms of the problem**" such a conclusion is made with reference to observations on the teaching process, a survey with teachers and written work with students:

- The work on the vocabulary in Azerbaijani language lessons mainly covers the tasks in the textbook. Additional didactic materials are used in very rare cases.

- Teachers give more space to the work on the perception of the content of the text and relate it to a new strategy of teaching. Very little space and time are given to the works on the deeply mastering of keywords, epithets, metaphors, and similes used in the full context-filled expression of the text.

- The work on the vocabulary, as a rule, is carried out on the borrowings, obsolete, i.e. archaic words that have fallen out of use, neologisms that have recently entered our language or terms. Works on polysemantic words and homonyms are only referred to in random cases, especially in the solutions of the tests.

- In comparison with the work on the correct spelling (orthography) and pronunciation (orthoepy) of the words during the lessons, the work on the meaning of the word is not carried out systematically and consistently. During the process of explanation of the meaning of the words, the participation of the whole class is not

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[23] Gafarli, A.A. The Content of work on lexical-semantic features of the word in the "New Generation Azerbaijani Language" programs and textbooks // – Baku: Teaching of Azerbaijani Language and Literature, – 2016. № 4, – p. 21-22.

provided, because, the thoughts and opinions of the active students are listened to, and the students who study at a weak and moderate level are not allowed to express their opinions. Therefore, the vocabulary of many students is poor, and because of this difficulty, using words that they do not know deeply in meaning has a weak impact on both oral and written speech.

The II chapter of the research work is called "**The possibility and ways of organizing the work on lexical-semantic features of the word in formation students' speech culture**" and consists of 3 paragraphs. In the subchapter titled **2.1 "The enrichment of vocabulary as an important condition of the culture of speech"** more concrete approach to the problem is observed, it is noted that the sensitive attitude of the student to speech is deepened through various subjects taught in secondary schools. However, by implementing it as a system in language lessons, this work has become a special process. The student's expression of his thoughts and opinions in a clear, understandable and full context depends very much on the vocabulary and at what level he has mastered the rules of language and the training of Azerbaijani language serves to fulfill such kinds of tasks.

The fact that the word enters the active lexicon of the student begins, first of all, from an acquaintance with the word, from the desire of understanding it. A student who understands the word, who is able to distinguish the initial and derivative meaning of it, gets used to apply it correctly and appropriately, both in oral and written speech. This accelerates the development of orthographic, orthoepic and stylistic skills. It is quite difficult to master these skills without learning the lexical-semantic features of the word. Based on the recent methodological research works, dealing with lexical-semantic works that provide quantitative and qualitative enrichment of students' vocabulary, expansion of active vocabulary fund, improvement of vocabulary selection in creative speech process, it is considered to follow the following requirements in language training:

First of all, the linguistic issues on lexical-semantic features of the word and the issues related to speech development should be carried out interdependently. Theoretical information about the word should

be given not only for the sake of knowledge but also for the enrichment of vocabulary through its conscious realization and the rising development of cultural speech habits.

Secondly, for each class, in order to enrich the vocabulary of the student, a corresponding volume of pocket vocabulary should be created. The words included in the vocabulary should be used several times in the composition of the text samples and tasks given in the textbook and their usage should be required in the speech process. Such words presented in the texts should often play the role of a keyword and should be emphasized in the issues done on the vocabulary. The use of these words mainly in writing samples assigned to students should be kept in the focus of attention. At the same time, in the interpretation of the rules of the language as a fact, wide space and attention should be given to words of this type. It is clear that such a method of systematically organized work on new words is able to ensure their activity in the speech of students.

Thirdly, the ability to work with words should be formalized in students. If the first two requirements were more related to the preparation of textbooks, then this requirement is based on the effective organization of the teaching process. The modern lesson is an activity built on the cooperation of students under the direction of the teacher. This process involves the student to think independently about getting the solutions to the problem and have discussions about their ideas and opinions with all the students of class or small group members. Intellectual activity is manifested by speech abilities, which in its turn the richness of speech plays an important role in this process.

The teacher presents speech skills as a criterion of assessment and evaluation in most lessons in order to demonstrate the importance of the words chosen for correct and accurate expression of the idea.

The paragraph named **2.2** "**Possibility and ways of organizing work on lexical-semantic features of the word"** is dedicated to the main task put before the problem. The method of conducting theoretical and practical issues in the Azerbaijani language classes on concrete classes was interpreted here. Here it was focused on the study of lexical-semantic features of the word, first in the V class,

then in the VI-VII classes, and at last in the 8-9 classes. In the V class, the issues of mastering the lexical-semantic features of the word are divided into 2 groups:

1. Issues done on text samples.

These issues are also divided and explained in two ways: a) the tasks performed on the vocabulary of the texts of the subject; b) the tasks performed on the vocabulary of the selected text samples.

2. Issues did on the assignments connected with language rules.

Mastering the most necessary information about the lexicon of our language is taken into consideration in the V class of secondary education. However, it should not be forgotten that some simple knowledge and skills on the lexis are taught to students at the level of primary education. Students learn the ability to distinguish words that have a lexical meaning from words that have no lexical meaning, and identify words with close meaning (synonyms) and opposite (antonyms) words, starting from primary classes. But the systematic issuance of this knowledge is carried out at the level of secondary education. Thus, the student gains the habit of consciously applying the theoretical knowledge related to lexical-semantic features of the linguistic notions, such as homonyms, synonyms, antonym words, archaic words and neologisms, polysemantic and monosemantic words, words with real and figurative meaning in his speech only at the V grade.

The works on mastering the parts of speech in the grades of 6-7, and the word combinations, sentence members, simple and complex sentences and their application in the speech process were explained in detail and methodically justified by the lesson examples in the grades of 8-9.

In paragraph **2.3** called "**Arranging, conducting and summarizing the experiment**" the effectiveness of the proposed methodological approach has been checked and proven.

The working assumption of the study. If in the 5th-9th grades of secondary schools:

• the work on the lexical-semantic features of the word is carried out systematically, consistently, consciously and purposefully**;**

• the primary meaning of unfamiliar words and later acquired a figurative meaning is based on cognitive activity, their homonymic peculiarities, synonyms, and antonyms are defined in the creative learning process;

• the work on the text to unfold, define the meaning of each word, regardless of the level;of difficulty and functioning, is closely related to the work on vocabulary and proper exercises of their application;

• the work on the types of speech activities (listening, speaking, reading, writing) is based on the rules of the language, a sensitive attitude to the word will be created in students, their vocabulary will be enriched while passing from one grade to another, so oral and written speech skills will be further developed.

For this purpose, taking into account the opinions of the school teachers and the time allocated to us, the experiment was conducted concurrently in 2 stages, covering classes V-VII and VIII-IX classes. In the V Class, the verification experiment was built on a text that is not familiar to the student. The given answers show that though there are no strict differences, there are still certain differences between verification (control) and testing (experimental) classes (see:Table 1)

Table 1

The results of the verification experiment on lexical-semantic properties of the word in the V classes

	Assignments	Levels of execution of tasks			
		verification(control) classes (131 students)		test experimental) classes (134 students)	
		Correct answers	Wrong answers	Correct answers	Wrong answers
1.	Selection and justification of the appropriate word	76 s. 58 %	55 s. 42 %	106 s. 79 %	28 s. 21 %
2.	Selection of one of the synonyms that correspond to the context	87 s. 66 %	44 s. 34 %	110 s. 82 %	24 s. 18 %
3.	Identification of the words with a figurative meaning	83 s. 63 %	48 s. 37 %	113 s. 84 %	21 s. 16 %
4.	Identification of homonyms and polysemantic words	81 s. 62 %	50 s. 38 %	109 s. 81 %	25 s. 19 %
5.	Identification of the antonyms	112 s. 85 %	19 s/ 15 %	119 s. 89 %	15 s. 11 %

So, if 76 out of 131 students of the control class performed all the tasks correctly, then 106 out of 134 students of the test class performed correctly. Such an experiment was also conducted in the next classes through the concrete text samples. In the IX class, the experiment was carried out on the basis of 10 tasks on a concrete text sample. The first 5 of these tasks serve to check the lexical-semantic explanation of words according to the context, and the rest serve to check the level of knowledge and skills gained on lexis. The analysis shows that the results of the test classes are also higher at this stage than in the control classes (see: Table:2)

Table 2

The results of the verification experiment on lexical-semantic properties of the word in the IX grades

	Assignments	Levels of execution of tasks			
		verification (control) classes (55 students)		test experimental) classes (53 students)	
		Correct answers	Wrong answers	Correct answers	Wrong answers
1	Distinguishing words with real meaning from the words with a figurative meaning	43 s. 78 %	12 s. 22 %	46 s. 87 %	7 s. 13 %
2	Editing the text, and replacing the word that does not fit the meaning	43 s. 78 %	12 s. 22 %	48 s. 87 %	5 s. 13 %
3	Recognition of words processed as synonym pairs	42 s. 76 %	13 s. 24 %	47 s. 89 %	6 s. 11 %
4	Explanation of the lexical meaning of the given word	40 s. 72 %	15 s. 28 %	45 s. 85 %	8 s. 15 %
5	Selection of the homonym word and polysemantic	46 s. 84 %	9 s. 16 %	46 s. 87 %	7 s. 13 %
6	Knowledge and skills related to the lexical-semantic features of the word	42 s. 76 %	13 s. 24 %	46 s. 87 %	7 s. 13 %

First of all, we would like to note the fact that the 9th-grade students involved in the verification experiment were the 8th-grade students who participated in the experiment a year ago. Therefore, there is not a significant difference between the learning outcomes of these classes.

Thus, if the indicator of the students who perform all the tasks in the control classes is 65 per the VIII class and 72 per IX class, the percentage of the test classes is 87 and 85 percent respectively.

It seems that the result of a systematic, consistent and purposeful teaching process in test classes is that the students' knowledge and skills related to lexical-semantic features of the word are developing on an increasing line. This is true, that this indicator also manifests itself in the verification (control) classes, but in the test classes, it is observed that the result is higher than those of control classes. The materials of the survey showed once again that increasing the level of guidance of students to the meaning of the word plays a key role in the formation of the following skills required from them:

1. Determination of the main idea of the text;

2. Improvement of text according to the suitable words;

3. Editing the given text in accordance with lexical-semantic norms;

4. Correct use of the meaningful root of the word in the exact expression of the idea;

5. Conduct an independent opinion on the proposed topic, make a speech and prepare a presentation.

The most important thing is that the vocabulary of the students who have comprehensively mastered the word becomes rich. This is the primary factor affecting the formation of cultural speech abilities.

In the "**Conclusion**", the following conclusions and findings from the research work are reflected:

1. The main purpose of teaching the Azerbaijani language in secondary schools is to formalize students' cultural habits of speech. Cultural speech, first of all, develops on the basis of rich vocabulary. It is impossible to enrich the vocabulary of students without attracting their interest and feeling to the word and knowing the meanings of those words. Therefore, one of the important problems of language teaching is the mastering of lexical-semantic features of the word, and today it is still remaining to be one of the most significant problems.

2. The establishment of the teaching process on the cognitive activity of students is one of the important conditions ensuring its

developing essence. The teaching is aimed at developing an independent approach to the thinking of facts and events, determining the cause-result relationship between them, searching, and in this process, the development of speech together with thinking is provided. The word is one of the main units of language and speech. The student adopts separate concepts by means of words and gains the ability to express any idea. This means that the student's ability to work in words is a direct indicator of his overall development. That is why scholars treated the problem of lexical-semantic appropriation of the word as an important part of the enrichment of vocabulary and speech development of speech culture in general. However, in the researches, speech and language unit was studied more frequently as a linguistic unit, and in this aspect, a wide space was given to its mastery.

3. If in the traditional subject-oriented Azerbaijani language programs the instilling linguistic-based knowledge and skills were aimed most, but in the formation of oral and written speech skills, the new personally self-oriented program (curriculum) has been significantly enhanced. That is why the lines of content are defined as listening-comprehension and speaking, reading and writing on the basis of the types of activities of the speech. The content line of language rules plays the main role in the creation of relevant skills and serves to adopt the most necessary language norms for the students. Current experience and observations show that some of the sub-standards that reflect the student's ability to work with words, sentences and texts are either not relevant to the level of the class, or their realization in the teaching process is not taken into consideration. Therefore, while improving the program of the subject (curriculum), special attention should be paid to the activities related to the explanation and interpretation of the word within the context of sub-standards of the V-IX classes. Thus, in grades V-IX, activities related to the explanation and interpretation of the word in the context are considered to be more important.

4. The textbooks of the Azerbaijani language historically played an important role in the development of students' vocabulary, mastering its lexical-semantic and grammatical features, and now

this function holds its position. In traditional textbooks, the student's awareness of lexical-semantic features of the word was limited mainly by the theoretical data and assignments given in the V class within the framework of the chapter "Lexis" of the textbook. A large part of these assignments covered those types of assignments which should be done on the separate words and groups of words, and a little part of the tasks required to be performed within the sentence. Therefore, skills such as the development of a true and figurative usage of the word, the discovery of universal and polysemantic characteristics of homonyms, the finding out the synonym and antonym pairs of any word and other skills were much more commonly based on the memory of the students. In the textbooks prepared on the basis of the new curriculum, the mastering of lexical-semantic features of the word is carried out through thought-provoking tasks performed on the text. Therefore, the student gets the opportunity to master consciously any word by speaking from the context of processing. However, in issues like lexical-semantic interpretation and explanation of the word the unsystematic process is observed. Thus, most of the words that are used in the texts of any topic in the textbooks nevertheless being either explained or required to be explained are not included in the group of a colloquial layer. On the other hand, these words cannot be strengthened in the vocabulary of students because they work with these words within only one topic of the textbook. The main drawback is that the textbooks do not specify the limit of words to be included in the vocabulary of students that are expedient in a concrete class.

5. The current school experience also shows that teachers of different subjects pay more attention to the study of the word as a linguistic unit in the lesson. Thus, giving information about the real and figurative meaning of the word, its polysemantic features, as well as concepts about homonyms, synonyms and antonyms is prevalent. As a result of it, students who interpret these linguistic phenomena sometimes find it difficult to explain the meaning of a concrete word, find synonyms and antonyms, work correctly with sentences and texts and make lexical-stylistic mistakes in speech.

6.The comprehensive development of student speech is connected with the richness of speech. It is known that the dictionary of illiterate child's speech is not interesting for the listeners. He suffers from certain difficulties in conveying his thoughts clearly and expressively. This is why some students refer to meaningless, inappropriate and rude words in their speech. However, the speech of the student having an ability to use the different meanings of the words both orally and in a written way in is always clear and understandable. A special place is given to the work with vocabulary in the language lesson and identifying the students' ability to work with words, allocation of a certain time from each lesson to the vocabulary creates opportunities to overcome this problem. Systematic, consistent and continuous work should be carried out on mastering the meanings of the words so that any word can be consciously strengthened in the student's dictionary. For this purpose, such assignments as determining the real and figurative meanings of words by means of textual instructions, finding the synonym, selecting the appropriate word from the given synonymic line and entering it into the sentence should always be addressed.

7. The study shows that the work carried out in the V-VII classes on the perception and application of lexical-semantic features of the word in speech should also be systematically continued in the VIII-IX classes as well. Besides that, such works as the compilation of the text on the basis of words given in the upper classes, lexical-semantic editing of the text should also be widely covered. Such methods of work allow the student to feel the meaning of the word, choose one of the words that make up a synonym for the exact expression of the idea. Sensitive attitude to speech is observed with taking care of the language. The student avoids using borrowings and local words in his speech, and this is a clear example of the conscious acquisition of language.

8.Regular and purposeful works on lexical-semantic features of the word in the Azerbaijani language lessons provide clarification and concretization of students' artistic description and expression ideas about those words. Thus, the skills gained in distinguishing the figurative meaning of the word from the literal meaning play an

important role in the precise definition of words that act as epithet and metaphor in literary texts. This serves to strengthen the interdisciplinary relationship and integration between language and literature lessons.

9. The projects that encourage independent activities play an important role in the formation of students' skills in determining lexical-semantic features of the word. Among such projects, assignments related to the compilation of vocabulary in the VIII-IX classes are considered more important. However, in order to produce effective results in these projects, it is necessary to implement them not during the whole academic year, but during the concrete teaching units. This will lead to a positive impact on both small and large summative assessments and students' active involvement in projects.

10. The semantics and different meanings of the words brought to the speech have a fundamental impact on the quality of oral presentations, writing works devoted to various topics and other activities of students. The student chooses the appropriate words and phrases to convey his thoughts and opinions to the listener or reader in a clear, understandable and logical sequence, uses a suitable time and place. The ability of a critical approach to student's speech is also formed and this is an important learning outcome for the level of secondary education.

11. The teaching and checking experimental materials showed that the correct instruction of teachers of definite subjects from the methodological point of view is the main factor that creates the basis for the purposeful organization of the Azerbaijani language lessons with teachers, the direct orientation of students to research activities and thus the formation of cultural speech habits. The student's learning achievements and the success of his career depend on the professional activity of the teacher very much. The creative teacher by engaging class in intellectual activities can achieve the perception of the most difficult facts and events, including the meaning of those words that are not clear to the student.

In order to improve the results of the research work and enrich students' vocabulary in Azerbaijani language teaching, we propose the following suggestions:

1. The development of cultural speech habits of Secondary School students is directly related to the richness of vocabulary. Therefore, compact dictionaries such as "Explanatory Dictionary of the Azerbaijani language" and "Dictionary of polysemantic words of the Azerbaijani language" should be prepared and printed for schoolchildren.

2. It is necessary to define the vocabulary that students should know in different classes. In this case, there will be no need in giving a lot of chaotic words that exist in the Azerbaijani language textbooks.

The main scientific-theoretical provisions of the dissertation are reflected in the following scientific articles and theses:

1. The ability to work with words as an important factor in the enrichment of the word stock of students // – Almaty: Herald. Series "Pedagogical Sciences". Kazakh National Pedagogical University named after Abay, – 2015, 4 (48), – s.292-294.

2. Instilling a sense of interest in words as a quality indicator of language lessons // – Ankara: X Proceedings of the Great International Turkish Language Congress, – 2015, – p.883-886.

3. About the history of the formation and development of speech culture // – Baku: Materials of XIX Republican Scientific Conference of doctoral students and young researchers, – 2015, Volume II, – p.303-305.

4. The content of the work done on lexical-semantic features of the word in the Azerbaijani language teaching // – Baku: Materials of the III International Scientific Conference of young researchers dedicated to the 92nd anniversary of National Leader Heydar Aliyev, Azerbaijan: – April 17-18, – 2015, II book, – p.807-808.

5. Content of the study on the lexical-semantic properties of the word in the language and the demands given to them // Turkey, Izmir: Conference on Good Practices and innovations in International Education, – 26-28 October, – 2015, – p. 261-268.

6. The linguistic basis of the work on lexical-semantic features of the word in teaching of the Azerbaijani language // – Baku: Qızlar University (Girl's University), Scientific Works, – 2016. № 3, – p.17-23.

7. Content of work on lexical-semantic features of the word in "New generation Azerbaijani language" programs and textbooks // – Baku: "Teaching of Azerbaijani language and Literature", Journal, – 2016. № 4, – p.14-22.

8. Putting the problem of mastering lexical-semantic features of the word in the teaching methodology of the Azerbaijani Language // – Baku: Institute of educational problems of the Republic of Azerbaijan, Scientific Works, – 2016, № 4. – p.111-118.

9. Works on mastering lexical-semantic features of the word in the Azerbaijani language lessons at the V class// – Baku: "Language and Literature" international scientific-theoretical journal, – 2017.   4 (104), – p.479-483.

10. The interaction on the pedagogical-psychological basis of the formation of students' speech and thinking // – Baku: The 1st International Scientific Conference of young researchers dedicated to 94th anniversary of National Leader Heydar Aliyev, – 05-06 May 2017, Book 2, – p. 957-958.

11. Skills of working with words as the main factor enriching students' speech // – Baku: Materials of XXI Republican Scientific Conference of doctoral students and young researchers, – 24-25 October 2017, – p.135-137.

12. Requirements for the issues on lexical-semantic features of the word in the Azerbaijani language lessons// – Baku: Proceedings of the X Republican scientific-practical conference on the topic of "History and modernity in education" dedicated to the 95th anniversary of National Leader Heydar Aliyev, – 8 May 2018, – p.103-105.

13. Issues on mastering lexical-semantic features of the word in the Azerbaijani language lessons at the VI-VII classes // – Baku: "Curriculum" scientific-methodical journal, – 2019. Vol.12, 4 (48), – p.74-78.

14. The opportunities of mastering the lexical-semantic features of the word in the Azerbaijani language lessons of secondary schools' in the grades 8 and 9//Moscow: International scientific-research journal "Eurasian Union of Scientists", – 2020. No.1 (70) part 5. – p. 6-11.

15. Organazing the work on lexical-semantic peculiarities of a word in lessons of the Azerbaijani language // – Baku: "Curriculum" scientific-methodical journal, – 2021, Vol. 14, № 2 (54), – s.41-45.

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