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Contextual semantization of dialect words as a method of introducing new lexical units when studying Russian at school (Based on the school dialect dictionary of the Amur Region)

Abstract

This paper aims to describe semantization techniques of studying Russian dialect lexical units in school and to assess their efficiency. We present the results of comparative analysis based on lexicographic sources that enabled to identify “translational” and “non-translational” techniques of lexicographic description within the framework of dialect-standard relationship in one language. A set of tasks for vocabulary and semantic work with dialect lexical units was developed and tested during active transformation experiment performed with school children of grade 4. Two questionnaires were designed to obtain the input and output data on the awareness of dialectalisms and the attitude to their use. The results show that the most effective means of developing and improving language skills and speech skills of pupils when learning dialect words are “non-translational” methods. It is proven that the ways of semanticizing described E. I. Passov in application to foreign language learning can be universal and remain efficient.

Keywords: semantization techniques, regional component, dialect lexicography, vocabulary and semantic work, semanticizing context

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