

DEVELOPING LEXICAL COMPETENCE IN ENGLISH

Egamberdiyeva Aziza Tavboyevna

Jizzax davlat pedagogika instituti magistranti

Annotatsiya: Ushbu maqola bo‘lajak ingliz tili o‘qituvchilarining leksik kompetensiyalari rivojlantirish to‘g‘risida yoritilgan. Shu bilan birga, maqolada chet tilining leksik kompetensiyasining ajralmas qismi sifatida fanlararo aloqalar kontekstida leksik ko‘nikmalarning ahamiyati ta’kidlangan, chet tilining leksik kompetensiyasini shakllantirishning afzalliklaridan kelib chiqib, ularning o‘ziga xosligi va shakllanish shartlari tavsiflangan. Bu bo‘lajak o‘qituvchilarning til xususiyatlarini, shuningdek, o‘quv va kognitiv faoliyatni hisobga olishni o‘z ichiga oladi.

Kalit so‘zlar: leksik kompetensiya, leksik malaka, lug‘at, kasbiy jarayon, kommunikativ kompetensiya.

Abstract: This article discusses developing lexical competencies of future English teachers. In addition, this article is importance of lexical skills in the context of interdisciplinary elations as an integral part of the lexical competence of a foreign language is emphasized, their specificity and conditions of formation are described, based on the advantage of constructing a lexical competence of a foreign language. This involves taking into account the linguistic characteristics of the students as well as the educational and cognitive activities.

Key words: lexical competence, lexical skills, vocabulary, professional process, communicative competence.

Lexis is one essential component of language and language development. To reach a higher level of development in the four basic communication skills, learners should have a basis of lexis that allows them to do so. One of the factors affecting the

ongoing development of communicative competence is neglecting the systematic teaching of lexis. Teachers' lack of knowledge of the lexical field has contributed negatively to this current situation. To meet these needs, this article reviews concepts such as lexis/vocabulary, lexical competence and knowledge and size and depth of lexical knowledge. It discusses new perspectives that could help language teachers develop conceptual knowledge to handle lexical instructional practice.

It is known that the modern concept of higher education implies the organization of educational culture based on a set of basic competencies of a general cultural and professional nature and necessary in the relevant areas of activity. The tasks facing students in modern conditions are formed on the basis of professional vocabulary as mastering all types of speech activities, as well as mastering professional communication skills.

Foreign language lexical competence is the linguistic basis of professional and communicative competence. They can be considered as a dynamic unit: lexical competence is formed in the process of communicative activity of students and improves with the development of lexical competence, that is, their formation is interrelated.

Professional lexical competence is a holistic concept that represents the ability of students to apply relevant vocabulary, skills and competencies formed on its basis, knowledge speech experience in different situations related to their future professional activity.

Lexical competence is the ability of students to determine the contextual meaning of a word, to compare it with other languages, in which to distinguish a national feature for the culture of a particular nation.

Vocabulary acquisition has a systemic formative value in the context of foreign language teaching. It is created on the basis that people communicate with each other using these meanings. Word perception and word usage are closely related to the processes of forming, shaping, and designing an idea using lexical means.

Given the natural integration of the lexical component into the linguistic component of communicative competence, the latter implies the knowledge, skills, and competencies needed to understand the foreign language participant in the dialogue and to create a unique model of speech behavior. To do this, it is necessary to analyze the text of the basic concepts of linguistics (methods, types, methods of linking sentences in the text, etc.) and to know the skills and communication skills correctly, verbal communication in relation to different areas and situations of communication skills need to be formed gradually.

Lexical - focusing on the component as an integral part of all speech activity, based on the results of research confirming the emergence of very high correlations in learning a foreign language and determining the nature of the relationship between them in determining its various parameters.

A lexicon is a set of words and combinations of lexical units that are functionally similar to them. The second is that things, events, words capable of naming their characters, stable expressions, or other linguistic units, so that the concepts of “lexical unit” and “word” are synonyms, and here they are interchangeable. Specialty literature serves as the basis for a professional dictionary, and students talk about the acquisition of a particular vocabulary in a professional field, in the field of their specialization, a vocabulary consisting mainly of terms possible.

Some researchers (A.E.Sizemina, A.N.Shamov) have conditionally distinguished several levels in the formation of foreign language lexical competence, on the basis of which the process of forming students’ ability to solve communicative problems related to the practical use of a foreign language dictionary is used in speech activities based on the knowledge, skills and abilities acquired.

Linguist V.D.Chernyak describes the lexical competence of the native speaker and talks about the following features that can determine his level of development: The level of development of communicative competence and the communicative abilities of students in general are largely determined by the capabilities of lexical resources. It is it that ensures the freedom and effectiveness of communicative

behaviors, the ability to fully comprehend and activate incoming information.

According to A.N.Shamov, the formation of lexical competence begins primarily with the accumulation of empirical knowledge - is to observe the functioning of lexical units in different communicative contexts (oral and written). At this stage, the presentation and semantization of the new vocabulary is organized -students gain an idea of the sound and graphic representation of the lexical unit, the relationship between the word in a foreign language and its meaning is formed. Students will have the skills to identify lexical units in the communicative situations presented. The second level of formation of students' lexical competence involves the formation of skills in the use of lexical units under study, the establishment of strong links between lexical units and their meaning. Teaching the vocabulary learned at this stage to speech helps to strengthen the initial skills of using words in a particular communicative setting. The communicative backgrounds of the exercises proposed at this level consistently reveal the scope of application of the lexical units being studied, reflecting their communicative capabilities.

The third level of formation of lexical competence is related to the acquisition of theoretical knowledge about the lexical system of the target language. Expanding students' linguistic experience. This degree involves the formation of skills by students to identify the shape, structure, and semantic properties of a word, contributing to the creation of stronger verbal-semantic connections. At this progressive level, the formal aspects of the language being studied are mastered, which helps to develop students' philological outlook.

The outcome of the formation of lexical competence involves the development of skills in using lexical units to solve different communication tasks, tasks and their solution require students to use previously learned or learned language tools and individual speaking experience. This qualification degree is related to the implementation of practical actions with a dictionary in a foreign language, assuming the use of the necessary language knowledge, speaking skills and abilities, to solve various communication tasks according to the conditions focused.

Lexical competence is the ability to use a vocabulary composed of lexical and grammatical elements of knowledge and language. In a non-linguistic university, the process of forming lexical competence in a foreign language focuses on interdisciplinary relationships as a condition for the effectiveness of the formation of relevant competencies, which implies professionalization of teaching in the sense of reflecting teaching. The specific features of the university or faculty within it. Given the factor of interdisciplinary communication, students' professional lexical competence in a foreign language is a set of knowledge, skills and competencies formed in the learning process as the ability to use active vocabulary independently in the interaction of oral speech. Previous mental activity (mnemonic work outcomes) expressed in the presence of knowledge and skills in certain disciplinary aspects that contribute to the formation of stable verbal-semantic connections that are the result of associative-mental activity in the temporal aspect.

A professional lexical competence of a foreign language can be defined as a resource quality that provides a special type of organization of students' knowledge and experience in the interpretation of certain knowledge acquired by the subject of educational activity. In the consistent formation of professional communicative competence in the profession-oriented intelligence, in the ability to attract and interconnect professional linguistic knowledge, in the process of interaction of oral speech is relevant to the implementation of the filling of oral structures ability and the ability to apply it. In this regard, as a conditional factor of relevant influence in the context of interdisciplinary relations, it is necessary to emphasize the quality of the full basis of lexical skills and competencies as an integral part of the lexical competence of foreign languages. It is interdisciplinary as an important feature and superior feature of relevant skills and competencies.

Formation of professional lexical competence of a foreign language is one of the important directions of improving the quality of language preparation of students. In order for university students who are non-philological to achieve a high level of formation of lexical competence, it seems necessary to work to ensure the sequence

of appropriate stages of its formation in the learning process and the organization of mastery. Based on the interdisciplinary connections applied taking into account the linguistic features, the linguistic material of the lexical material is also reflected in the students' knowledge, speech-thinking and educational activities.

Performing a nominative function and providing speech with meaningful material, vocabulary seems to be a unique phenomenon in terms of the range of functions it performs. Mastering vocabulary richness helps students develop a linguistic worldview. The meaning of lexical unity reveals the culture of another country, its history and the peculiarities of life. Therefore, the communicative activity-oriented approach has educational, general and communicative features and helps to increase the cognitive activity in the learning process.

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