

THEORETICAL FOUNDATIONS OF LEXICAL COMPETENCE FORMATION OF FUTURE ENGINEERS

Bakirova Khilolakhon Botiraliyevna

Senior teacher of “Applied translation of English” department, Translation faculty,
Independent researcher, E-mail: ms.khilola@bk.ru, Uzbekistan state world languages
university, Tashkent, Uzbekistan.

Annotation. The article considers lexical competence as a part of linguistic competence. The composition of lexical competence includes the following components: motivational, cognitive, activity-practical and reflective. The level of formation of lexical competence is the ability of students to solve problems related to the assimilation of a foreign word in the practical use of it in speech on the basis of acquired knowledge and relevant skills.

Keywords: lexical competence, language competence, level of formation, practical use, acquired knowledge.

The socio-political, economic and social transformations that have taken place in our country in recent years have led to significant changes in the field of education. The change in value orientations in society has led to new goals for teaching academic subjects, including foreign languages, the educational-disciplinary, authoritarian-informational approach has given way to a personality-oriented approach, aimed at the full development of each student, at his self-determination and self-realization.

A university graduate must have the necessary knowledge that makes up a holistic picture of the world, the skills and abilities to carry out various types of activities - educational, labor, aesthetic, research, while he himself acts as an active subject. All this can be achieved with a competency-based approach. Within the framework of the competence-based approach to the organization of the educational process, the main attention is focused on the formation of all types of competence, on which the success of intercultural communication depends.

Under the formation understand the formation of personality under the influence of various factors; the result at the moment (some level of stabilization, the acquisition of a form - a complex of properties, personality traits) [6]. Formation, notes V.E. Gmurman, “we have the right to consider not any process of development, but only one that, in its direction, is final in nature, striving for the implementation of a certain integral image” [1].

The concept of "competence" has long been included in the conceptual apparatus of the theory and methods of teaching in relation to teaching foreign languages. N. Chomsky introduced it in 1965 [3]. Competence (translated from Latin - "competencia") means a range of issues in which a person is well aware, has knowledge and experience. According to E.F. Zeer, “competences are generalized ways of acting that ensure the productive performance of professional activities” [2]. According to A.V. Khutorsky, “competence is an alienated,

predetermined, social requirement (norm) for the mandatory preparation of a student, necessary for his effective productive activity in a certain area” [4]. According to A.A. Chuchalin, competence is a set of knowledge, skills and experience in their use.

In recent years, in the methodology of teaching foreign languages, the importance of vocabulary as a means of communication has become paramount for researchers and teachers. The volume of vocabulary for the formation of foreign language communicative competence of students also plays an important role.

This circumstance determines the relevance of the decision problems of effective development of foreign language lexical competence among graduates.

When teaching a foreign language in general, lexical competence is the basic one (K.V. Aleksandrov, I. Brize, I.E. Zueva, A.E. Sizemina, A.N. Shamov, P. Bogaards, A. Hunt, D. Beglar, B. Laufer, J. H. Hulstijn and others). Lexical competence is included in the structure of language competence, which is an integral part of foreign language communicative competence. The composition of lexical competence includes the following components: motivational, cognitive, activity-practical and reflective.

In the educational process, the cognitive base:

- helps to successfully master units of the language;
- allows you to build your own statements in the target language;
- allows you to correctly perceive and evaluate the statements of other participants in communication acts [5].

In the process of developing lexical skills of both a productive and receptive nature, lexical competence is emerging - the ability of students to determine the contextual meaning of a word, compare its volume in two or more languages, and identify in it a specific national characteristic of the culture of the people who speak this language. An indicator of the formation of lexical competence is the ability of students to solve problems related to the assimilation of a foreign word in the practical use of it in speech on the basis of acquired knowledge and relevant skills.

The formation of lexical competence, as well as the formation of lexical skills themselves, begins with the accumulation of observations of the functioning of a word in different contexts (sound and graphic). This is the first stage in the formation of lexical competence, associated with the accumulation of empirical knowledge.

Then students make primary generalizations about the foreign word, give a semantic description of the core of the word. Thus, students move on to the next stage in the formation of lexical competence - reflexive knowledge about the word [5].

The third stage in the formation of lexical competence is associated with theoretical knowledge about the lexical system of the language.

The final stage in the development of lexical competence (fourth stage) is associated with the rapid recognition of words in texts of different modalities, the use of active lexical minimum

units to solve various communicative tasks. This stage of competence is associated with the implementation of practical actions with a foreign word.

There are two pedagogical conditions for the formation of lexical competence.

The first condition is associated with the organization and memorization of lexical material; the second condition ensures the assimilation of the lexical units themselves, semantic information about them, the development of practical actions with the word at different levels of complexity, the development of skills on the combined use of lexical units in a wide variety of situations of speech communication.

As a result of the formation of lexical competence, students should show the following skills:

- consciously imitate the sound image of a foreign word;
- quickly find words in the mental lexicon;
- to reconstruct the mental (cognitive) image of the word into a natural language form;
- highlight the subject of speaking and organize lexical units around it;
- express the same thought by different lexical means (lexical flexibility);
- to guess the meaning of unknown words by their components;
- to achieve expressiveness of speech by selecting special lexical units;
- solve the problem of lack of lexical units in different ways;
- carry out lexical self-correction.

The presence of these indicators in full indicates a sufficiently high level of development of lexical competence, which provides the semantic side of the statement.

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