

COMPONENTS OF FORMATION OF LEXICAL SKILLS IN LANGUAGE LEARNING

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Annotation:

This article provides theoretical knowledge about the components of formation of lexical skills in linguistics students. Receptive and productive lexical skills are thoroughly explained.

Keywords: lexical competence, lexical units, component, motivational base, receptive lexical skill, productive lexical skill, etc.

The content of the system of development of lexical competence of students of Higher Education System is represented by three interrelated components: linguistic, psychological, teaching technology component.

The linguistic component of the content includes a number of topics that determine the content of educational and authentic texts intended for teaching. According to the curriculum, teaching is carried out within the following set of topics:

Student life (in Uzbekistan, abroad. Choice of future professional field. English schools.);

Conducting household chores (Division of household chores).

Room cleaning (Budget planning);

Food (Uzbek and English food. Buying food)

Creating a menu. Culinary recipes);

Clothing (Ready-made clothes. Custom-made clothes. Personal wardrobe);

Theater (Tashkent and London theaters. Invite to the theater. Share impressions. Favorite theaters);

Medicine (State of health. General diseases. Children's diseases. Visit to the dentist);

Trips (Traveling by train, plane, tram. Travel within the city)

The program envisages the selection and methodical organization of lexical material at two levels: 1) at the communicative level (selecting the necessary minimum amount of communicative intentions and communicative actions corresponding to them; 2) at the level of linguistic means of their implementation.

Active lexical vocabulary should be 1800 lexical units within the framework of the studied topics, which are distinguished according to the content of pragmatic-informational and cultural-competence studies during two years of study at the Higher Education Institution. By the end of the second year, approximately 1,200 new lexical units - words and phrases in various neutral, literary and oral speech styles, in communication areas (social-everyday home, family and socio-cultural, and in some cases - communication in professional and social

activities) 320 colloquial clichés and about 100 idiomatic phrases and proverbs necessary for the needs of students should be mastered.

A new background, non-equivalent, connotative lexicon containing a cultural component should be a necessary component of the active lexical minimum. This lexicon expresses the specific features of the mental experience of speakers of a foreign language more clearly than others. Studying it helps to form the socio-cultural competence of students.

Acquisition of lexical material implies its acquisition not only within the framework of communication, but also at the level of language knowledge. Vocabulary education "presupposes reference to both the functional properties of lexical units and the language system, because the acquisition of language as a means of communication is impossible without systematic knowledge" [Galskova, Gez, 2004:287].

So, the linguistic component of teaching implies the following knowledge in the field of vocabulary:

phonetic knowledge necessary for the development of pronunciation skills based on auditory-motor samples of lexical units;

knowledge in the field of graphics and orthography to write words based on visual-graphic samples and recognize them in the text;

knowledge in the field of grammar related to the formation of word forms;

knowledge related to the rules of co-use, which in most cases correspond to the rules of co-use of words in the native language and represent the main problem in the use of words [... basics of teaching methodology, 1986:164];

knowledge in the field of methodical differentiation of words;

to know the rules of word formation of lexical units (affixation, addition of words, conversion) and necessary suffixes and prefixes;

know basic and auxiliary words as means of communication in sentences and texts;

to know the etymology of individual words;

socio-cultural knowledge:

non-equivalent lexical knowledge;

lexicon representing subjects and objects of everyday life of the country of the studied language (money units, weight, length measures, time indicators, road signs, etc.);

the ability to build speech and etiquette formulas (to know the characteristics of adults addressing children, students to teachers, communication partners of different youth and social groups) and speech behavior in accordance with the norms accepted in the country of study.

In the process of formation of relevant skills and competences, lexical knowledge plays the role of target basis. Mastering a lexical unit means not only mastering its meaning, but also mastering the features and rules of its operation.

The psychological component of teaching includes the following aspects: 1) formation and development of teaching motives; 2) reliance on cognitive processes; 3) mandatory inclusion of students' emotional sphere, their life values and interests in the teaching process; 4)

formation of lexical skills and qualifications of different types of speech activity taking into account their mutual activity, similarities and differences; 5) formation of intellectual lexical skills; 6) formation of language automatisms; 7) formation of internal lexicon; 8) development of special language skills, such as determining the meaning of a word according to the context, its word-building elements, comparing it with words in the native language, etc.

It is necessary to form the following productive lexical skills in students of the 2nd year of the Linguistic Higher Education Institution:

- correct choice of words and phrases in accordance with the communicative intention;
- correct use of words together in phrases and sentences;
- acquisition of lexical-meaning and lexical-theme associations;
- use new words together with previously acquired words;
- choosing basic words and using them together with replacement words;
- choosing the necessary word from synonymous and antonymic opposites; make equivalent substitutions; mastering the mechanism of text expansion and contraction;
- to adapt to the individual characteristics of the speaker, to have the ability to respond quickly.

Among receptive lexical skills (listening comprehension, reading), it is necessary to develop the following skills:

- match the visual image of the word with semantics;
- recognize and understand learned words and phrases in graphic text;
- reveal the meaning of words with the help of context;
- understanding the meanings of words based on graphic symbols (affixes, converted lexical units, words from other languages, etc.);
- to be able to distinguish words with similar pronunciation and spelling;
- acquisition of the mechanism of receptive integration;
- extensive use of perceptual supports and predictions to create a framework for a specific activity with new (or previously acquired) lexical material, etc. [Galskova, Gez 2004:289].

The formation of lexical skills takes place along with the formation of intellectual lexical skills for obtaining and applying lexical meanings. The following are intellectual skills for obtaining lexical meanings: 1) the ability to see lexical information; 2) skills of recording the most important features of perceived lexical information; 3) focus on available information; 4) skills of forming a "cognitive map" image; 5) skills of encoding the received lexical information; 6) skills of transferring information to short-term memory and increasing it; 7) skills to transfer information from short-term memory to long-term memory; 8) skills to add the entered lexical information to other, higher level organizational structures; 9) skills of structuring lexical information and storing it in long-term memory.

The following skills are intellectual skills for applying lexical knowledge: 1) skills to actualize required lexical information; 2) skills of transferring lexical information from internal lexicon to short term memory; 3) the ability to retain actualized lexical information in the form of a "schema"; 4) skills of expanding information; 5) skills of applying lexical information in a local situation; 6) skills to adequately assess the correctness of the selection factor of lexical information; 7) skills of expressing lexical information in the necessary language forms [Shamov, 200].

These skills ensure the acquisition and application of information about lexical units in the form of rules and instructions. The higher the learner's level of language acquisition, the higher the speed of his intellectual skills and the higher his error-free rate.

Language automatism is formed on the basis of knowledge about words in a foreign language. They represent the meaning component of the skill and determine "the quality of extracting and using language tools from long-term memory in the performance of speech-thinking tasks" [Milrud, 1990:31].

For successful communication, it is necessary to develop the following lexical skills in students:

- selection of the necessary lexical material in accordance with the communication situation and taking into account the context;
- create words and lexical units that have not been encountered before in speech experience;
- use limited language material to express thoughts;
- remembering words based on semantic-associative relations;
- conducting a structural-semantic, valence analysis in order to determine the functioning characteristics of lexical units;
- distinguishing the symbols of educational units in the text and expressing the rules of their use;
- identify and use words in their original and figurative meanings, primary and secondary meanings;
- finding antonyms for individual words, word combinations, and stable phrases;
- construction of synonymous lines;
- distinguish homonyms in the flow of oral speech and recognize homographs in written speech;
- use of phraseological units both as synonyms of separate words and separately;
- using proverbs and sayings in speech.

After the second year of study at the Linguistic Higher Education Institution, the student should be able to use the acquired lexical-grammatical material in a statement and dialogue in the form of an unprepared monologue, to understand the audio recording of the spoken speech in direct communication and at a normal pace. The ultimate goal is the student's ability to participate in dialogue and perform the communicative tasks set before him on the basis of the existing grammatical knowledge, lexical reserve and knowledge of the features of its use and application in a foreign language acquired during the course of study.

The ability to use the existing lexical reserve is determined to a large extent by the methods of formation of the students' internal lexicon. An internal lexicon is a mental image of a real vocabulary stock, which contains not only full information about lexical units, but also information about students' speech experience and their interaction with the surrounding reality. Lexical information in the internal lexicon is stored in a structured way in the form of interconnected semantic structures. Thus, the effectiveness of learning the lexicon depends on the organization of the internal lexicon, the organization of existing semantic structures, and taking into account the cognitive experience of students.

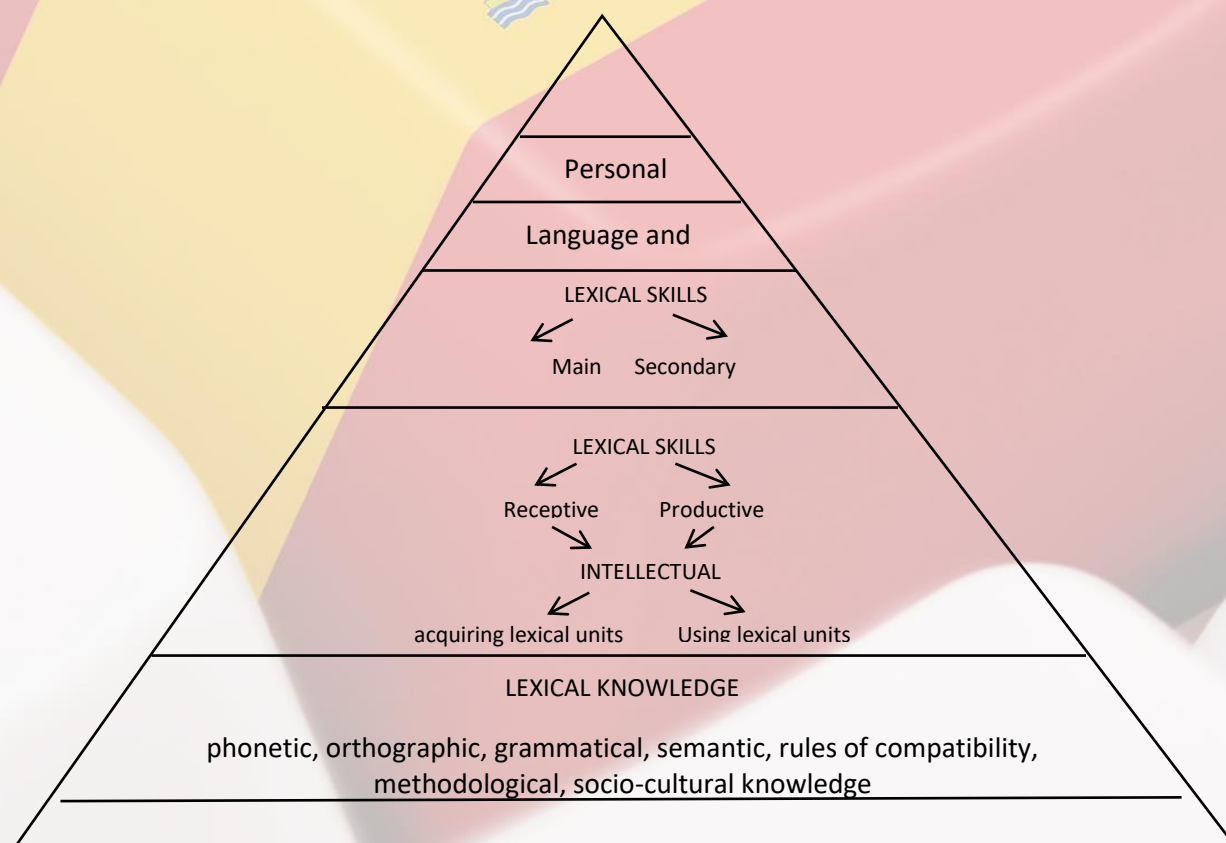
The component of the technology of teaching lexical material implies the following: 1) the student's acceptance of the ultimate goal of education and the identification and understanding of intermediate, own goals of education, as well as the criteria for their implementation; 2) rational planning of one's educational activities and time both at home and in classes; 3) choosing the most effective methods and strategies for learning lexical material; 4) identify the causes of difficulties and failures in the process of mastering lexical material and work on their elimination; 5) to identify and eliminate the factors that hinder or prevent studying; 6) regular independent work with additional and reference materials (dictionaries, tables, schemes, educational programs, manuals, magazines, etc.).

The peculiarity of the organization of the teaching process in the second year is that it pays great attention to the independent work of students, which is allocated time equal to the number of class hours allocated to classroom training. Students already have sufficient linguistic experience and skills to work with textbooks and study guides. In this regard, the teacher's role is not simply to direct the learning process, but to provide him with relevant information that guides and supports the cognitive process, as well as the necessary work strategies for this. Students are equally responsible for the final result of teaching, which is the end of the joint activity of the teacher and students.

The positive result component of the studied system is represented by its expected result, that is, the formation of lexical competence in students.

Lexical competence means "the ability to determine the contextual meaning of a word, to compare its meaning in two languages, to determine the meaning structure of a word, to determine nationality in a specific way in the meaning of a word" based on lexical knowledge, skills and abilities, as well as personal language and speech experience [Shamov, 2004:120].

LEXICAL COMPETENCE



Motivational, cognitive, activity-based-practical (skills, skills) and reflexive components (independent work, independent self-control) make up the structure of lexical competence. Thus, representing a complex structural product, lexical competence is characterized by the interaction of the following components: 1) personal characteristics of the student: 2) lexical knowledge; 3) lexical skills; 4) lexical skills; 5) language and speech experience of the student.

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